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ABSTRACT

A feasibility study conducted to examine the proposition of a new community college in the North San Fernando Valley is reported. Following a summary, recommendations, and introduction, findings are discussed as related to the following: Demography, Questionnaire Results, Advisory Committees, Community Participation, Current Enrollment, Alternatives, Enrollment Estimates, Impact, Existing Programs, Employment Trends, Transportation, State and Regional Considerations, and Costs. Excerpts of the analysis of the study findings by an independent consultant are provided, and conclusions are made. The 16 appendixes to the report are: Board Authorization, Board Action, Research Design, Demographic Data, Questionnaire Results, Advisory Committee Minutes, Curriculum Committee Minutes, Site Committee Minutes, Enrollment Patterns, Enrollment Estimates, Programs Presently Offered, Manpower Information, Transportation, Composite Analysis Attendance Patterns, Tadlock (consultants) Final Report, and Staff. A bibliography is included. (DB)

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A COMMUNITY COLLEGE

IN

THE NORTH SAN FERNANDO VALLEY

A F E A S I B I L T Y S T U D Y

Conducted By

The North Valley Task Force

June, 1974

Los Angeles Community College District

JC 740 344

Los Angeles Community College District
NORTH VALLEY TASK FORCE
400 South San Fernando Mission Boulevard, Camino Real Federal Building, San Fernando, California 91340

Dr. Herbert Ravetch, Chairman

June 1974

Honorable Members
Board of Trustees
Los Angeles Community College District

Dr. Leslie Koltai, Chancellor
Los Angeles Community College District

On July 11, 1973, the Board of Trustees authorized "that a task force be established to conduct a feasibility study on how the needs for community college education in the North Valley . . . can better be served." The Feasibility Study was completed by March, 1974, and a summary report was presented to the Board. The summary report included all of the main findings and the recommendations of the Study, necessary for Board deliberation and decision, and on April 3, 1974, the Board voted to establish a new community college in the North San Fernando Valley.

The document here submitted is an expansion of the summary report and contains a full record of the Feasibility Study, including all information and data which the study produced and upon which the recommendations were based.

The Feasibility Study was a community based project, involving the participation of District and college staffs, numerous organizations, and many individual residents of the North San Fernando Valley. The information and insights generated by the Study, and contained in this report, were made possible by the cooperative efforts of all the above, and the Task Force is grateful for the support and assistance that it so generously received.

Respectfully submitted,

Herbert Ravetch

Herbert Ravetch

HR:rp

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ACKNOWLEDGEMENTS

The Feasibility Study investigated the educational environment of a region encompassing 250 square miles and inhabited by 500,000 people living in 15 communities. It is the result of the cooperative efforts of a multitude of people who helped to produce the necessary information, data, and insights that the Study required. The scope of this widespread participation was truly gratifying.

We are grateful to Dr. Leslie Koltai, whose determination to find ways to serve the unserved population of our district and whose vision of expanded educational opportunity gave major impetus to this Study.

In the communities of the North Valley, there were literally thousands of citizens who participated in this Study, and we thank them. Special recognition, however, must be given to the members of the Advisory, Curriculum, and Site Committees, who contributed many hours of their time and provided invaluable information for the Task Force Study.

Both President Horton and Valley College and President Liston and Pierce College deserve our thanks for their help with the Study. Because of its proximity to the Task Force Office, Valley College was frequently called upon for support and responded innumerable times with staff and student participation. Doreen Stafford, senior illustrator at Valley College, provided all the visuals used in this document and in the Board presentation.

At all times, there was the closest cooperation between the Task Force and the District staff. Special thanks go to Dr. Louis Kaufman for supervising the project. In addition, all District divisions were involved, and we are grateful to Dr. John McCuen, Mr. William Spaeter, Mr. Jay Brick, Mr. William Provance, and Mr. F. Gerard Mueller. Special mention must be made of Jim Grivich, who was directly involved in the planning and development of the summary report and Board presentation, and Mr. Edward Oliver, who provided the computer program for the processing of questionnaire information.

The conscientious efforts of Mrs. Ruth Putnam, secretary to the Task Force, were central to the entire Study, and we were particularly grateful for her presence during the many months and activities in which we were engaged.

The Study, however, would not have been possible without the demonstrated concern of the Los Angeles Community College Board of Trustees for the educational welfare of all citizens. It was they who authorized the Feasibility Study and made all of the above possible.

H.R.
D.W.

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I. SUMMARY

In July of 1973, the Board of Trustees authorized that a Feasibility Study be conducted to examine the proposition of a new community college in the North San Fernando Valley. In August of 1973, the North Valley Task Force was established to carry out the Feasibility Study. Dr. Herbert Ravetch was appointed chairman; Mr. David Wolf, assistant to the chairman; and Mrs. Ruth Putnam, secretary to the Task Force. The Task Force concentrated its attention on the North San Fernando Valley, that area north of Roscoe Boulevard, stretching from Chatsworth on the west to Sunland-Tujunga on the east, and including Burbank (see map on next page).

The Feasibility Study asked three basic questions about this area:

1. What are the community college educational needs of the North Valley?

2. To what degree are these needs being met by existing colleges?

3. What new programs are needed to meet these needs? Is a new college needed?

After six months of pursuing these questions and developing a full understanding of the educational environment of the North San Fernando Valley, the Task Force produced the following recommendations:

1. Establish a new community college in the North Valley as of July 1, 1974.

2. Locate the college in the North Central Valley, within the communities of Mission Hills, Sylmar, San Fernando, and Pacoima.

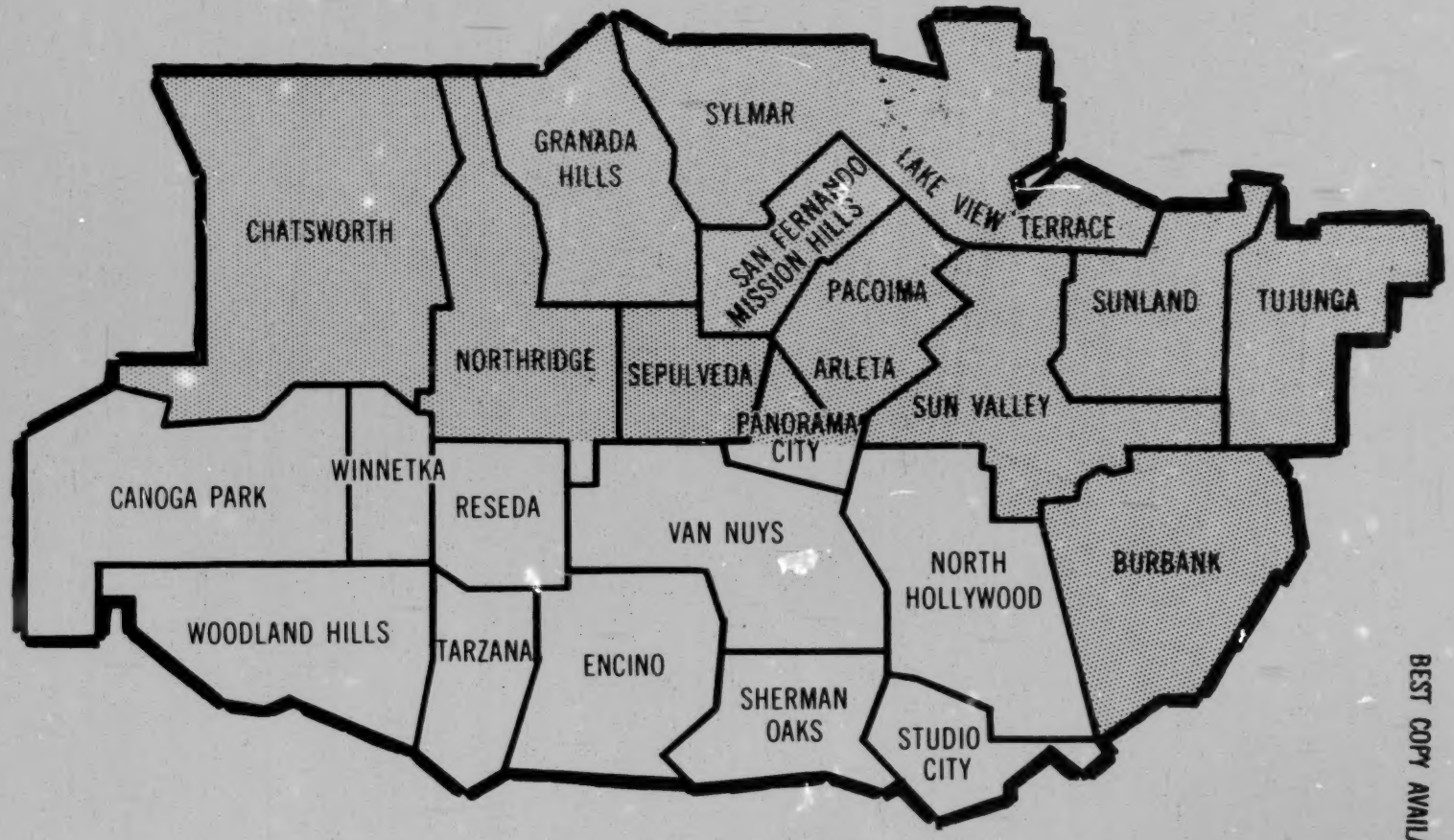
3. Emphasize community based education to meet the diverse needs of the North Valley.

4. Use July 1974 to January 1975 for planning and development.

5. Open the college for instruction in the spring of 1975.

These were the recommendations of the North Valley Task Force. What follows were the steps that led to these recommendations.

THE SAN FERNANDO VALLEY



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The Task Force established an office in the center of the target area, in the City of San Fernando, and directed its attention to the following areas:

1. Demographic data
2. Educational needs
3. Enrollment statistics
4. Operational alternatives, and
5. Costs

The demographic information identified some of the characteristics of the North Valley population. According to the 1970 census, the North Valley contained 501,000 people. The rate of growth is expected to be modest, 0.8% a year, reaching a total of 619,000 in 1990. The percentage of the population that has not attended school beyond the eighth grade showed significant diversity. In the western communities 5-7% (Chatsworth, Northridge, Granada Hills); 15-22% in the central communities (Sylmar, San Fernando, Pacoima); 16-19% in the eastern communities (Sunland, Tujunga, Burbank).

A contrasting pattern emerges for the percentage of population having completed a college education. 20-25% in the west, 5-7% in the center, 7-9% in the east. A modified "V" pattern emerges in the demographic data of the North Valley--generally high in the west, substantially lower in the center, with a modest rise in the eastern communities. We can observe this pattern for median income of a family of four. $15,000 to $16,000 for Chatsworth, Northridge, Granada Hills--a decline to $10,000 for Sylmar, San Fernando, Pacoima--and a slight recovery to $11,000 for Sunland, Tujunga, and Burbank.

The North Valley presents a microcosm of modern American society, containing members of almost every minority group in America. The Spanish Americans are the largest minority group in this area, 15.8% of the population--a figure, by the way, that is being reviewed by the Census Bureau and will probably be revised to about 19% or 20%. The black community represents 3.3% of the population, with members of the oriental community and American Indians making up the rest of the minority population.

The Spanish-American population is dispersed throughout the North Valley, never less than 6% of the population in any community, but concentrated in the central area, between 20% and 34% of the total population of Sylmar, San Fernando, Pacoima, Sun Valley. By contrast, the black population is not dispersed but is localized in the Pacoima-Lake View Terrace area and represents about 15% of the population there. Smaller numbers of black residents live in Sylmar and San Fernando. This data shows that the North Valley is populated by an unusually diverse and cosmopolitan society.

What are the educational needs of the North Valley to which the community colleges can respond? The Task Force approached this question by examining the manpower patterns and projections for southern California and the current offerings and enrollments in the educational institutions related to the North Valley.

In addition, the Task Force reached out to every segment of the North Valley population in order to determine how they perceive their own educational needs. Questionnaires were developed for parents, residents, high school students; for educators, college students, and members of the business-professional community. To facilitate communication, parent and resident questionnaires were made available in Spanish translation.

Meetings were held with service groups throughout the North Valley, including all Chambers of Commerce and Coordinating Councils. All public and private high schools in the North Valley were visited and questionnaires were administered to parents, teachers, and students. A door-to-door canvas of the North Valley was conducted and residents were questioned in their homes in over twenty different locations. Thousands of questionnaires were sent out through the mail. In all, 8,700 questionnaires were distributed, of which 4,175 were returned. They were returned in person and through the U. S. mail and were processed in the Task Force office by students from Los Angeles Valley College. Included here are the results from these questionnaires that had particular significance for the Feasibility Study.

The central question of the survey was "Should a new college be established?" Of the 4,175 North Valley people who answered this question, 71% said "Yes." A follow-up question was asked of 871 parents and residents: "If yes, why should a college be established?" A majority felt that existing colleges were too far away. Others responded that there were too few local programs and that existing colleges were overcrowded.

Of 1,075 parents and residents who were asked if they would take a course at a local community college, 56% answered in the affirmative. Of 1,067 high school students questioned, half said that they would attend a local community college. About a fourth planned to go directly to a four-year institution. The 1,602 parents, residents and business people who were asked what kind of programs they preferred gave strongest support to vocational education, community service programs, and general education. Taken as a whole, the questionnaires revealed a strong desire for a new local community college and for a comprehensive program that would provide a variety of educational options.

In addition to the meetings with groups and the distribution of thousands of questionnaires, the Task Force established three advisory committees in order to provide extended, in-depth consultations with representatives of the North Valley. These were a General Advisory

Committee, a Curriculum Committee, and a Site Committee. These committees included representatives of service groups, ethnic minority organizations, city government, the clergy, business/professional leaders, and educators. Through months of discussion and analysis, these committees helped to provide, and then unanimously endorsed, the recommendations of the Task Force.

Another area of intensive study was the enrollment patterns of the North Valley. District-wide, the greatest concentration of enrollment--that is, enrollment saturation--is found within a 3-5 mile radius of existing campuses and averages about 3.5% of the total population. Beyond the 3-5 mile radius, enrollment declines steadily, and distance, therefore, appears to be a primary factor in attendance.

The Task Force compared enrollment in Los Angeles Community Colleges of the South Valley with the enrollment of the North. The South's 3.8% of the total population is well within the average saturation level of 3.5%. The North's 2.5% is well below it. It was even more revealing, however, to compare the diversity of enrollments in Los Angeles Community Colleges from within the communities of the North Valley. The level of service to different areas of the North Valley varies considerably. In the western communities, at an average enrollment of 3.4% of the total population, it is comparable to the service levels of the South. In Burbank this level drops to 2.2%, and in the central and eastern communities it declines to the extremely low average of 1.9%.

In considering all of the previous evidence--demographic data, questionnaire responses, advisory committee input, and these enrollment patterns, the Task Force concluded that unmet educational needs clearly exist in the North San Fernando Valley. In order to find the best way to respond to these unmet needs, three operational alternatives were next examined.

An extended outreach program was considered, where classes are held in store fronts, churches, community centers and administered from existing colleges. The advantages of this option arise from the reduction of cost for capital outlay, operations, and student services, and the ability to serve students in distant locations. The disadvantages are found in program dispersal requiring excessive student travel for a full program, reduction of student services, and a clearly negative community reaction which emerged from discussions with North Valley residents.

Next, a two-site campus was considered, a college with two campuses and two educational plants. The advantages of this option are the potential of serving the largest number of North Valley residents and of fulfilling the aspirations of more than one area through the establishment of two campuses. The disadvantages of this option are the substantial increase of costs; the difficulty of obtaining State approval for two campuses; and the problems generated by attempting to initiate and coordinate two campuses simultaneously.

Finally, a single campus operation was considered. The advantages of this option lie in eliminating the duplication of services and facilities, the greater likelihood of State approval for a single site, and the increased effectiveness in providing and administering a comprehensive educational program from one central location. The disadvantage is found in the fact that some students will still be relatively far away from existing colleges.

This analysis led the Task Force to the conclusion that a combination of the single site campus with an extensive outreach program would be the most effective method of meeting North Valley educational needs. This combination would benefit from the advantages of cost and program effectiveness, and it would provide service to students in dispersed areas.

Next, the Task Force considered which location in the North Valley containing a single campus combined with extended outreach would serve the largest number of students. Three areas were examined--the Northwest, the North Central, and Sun Valley. This analysis revealed that the North Central site offered the greatest degree of potential, serving 32% more new average daily attendance than the northwest site, and 21% more than Sun Valley.

The total potential enrollment was estimated at 1,200 for the first year, 5,000 by the fifth year, and 11,700 at maturity. The North Central site, therefore, was selected as the optimum location for a college in the North Valley.

Estimated costs were developed for the initial year and for the ultimate operation. The first year, including six months of planning and development and six months of instruction for 1,200 students, is estimated at $989,000. The operational cost at maturity, for 11,700 students, is estimated at $6,500,000, the construction of permanent facilities, at approximately $20,000,000.

Next, the Task Force considered the levels of income that the new college would generate. For the first year it is expected that the new college would produce $302,000 of A.D.A. income, requiring $687,000 of additional district support. Within 5 years, however, the college should generate approximately 3.2 million dollars of A.D.A. income, sufficient to support the operating cost of the college and produce a break-even operation.

The Task Force called in Tadlock Associates to review the Research Design of the study and to provide an outside, independent analysis of the findings. Fred Carvell, Vice President of the firm, visited the Task Force office in December, 1973 and January, 1974, and subsequently submitted a third-party review of the Study. Tadlock's report confirms the findings and recommendations of the Task Force.

The Task Force recommendations that were given at the beginning of this summary were based on the total investigation of the study--on the demographics, the questionnaire responses, the enrollments, the analysis of alternatives, the unanimous endorsement of advisory committees, and the conclusions of the independent consultant. They offer a series of actions through which the identified educational needs of the North San Fernando Valley can be met by the Los Angeles Community College District. On April 3, 1974 the Board of Trustees approved the recommendations of the North Valley Task Force.*

*See Appendix for Board action document.

II. RECOMMENDATIONS

1. It is recommended that a new college be established in the North Valley and the President be appointed effective July 1, 1974.

2. The college should be located in the area of maximum potential service to the largest number of North Valley residents, within the communities of Mission Hills, Sylmar, San Fernando and Pacoima.

3. The college should address itself to community based education in two ways:

   a. the educational program should be responsive to the special characteristics of the North Valley, including the needs of the multi-cultural population, veterans, women, senior citizens, and the particular problems posed by lack of adequate transportation;

   b. from its inception the college should depart from the traditional mode and establish an extensive outreach program that will be supplementary to the main campus offerings and will serve the dispersed communities of the North Valley.

4. The period of time between July 1, 1974 and the opening of the spring semester, 1975 should be used for extensive planning and development of the following areas:

   educational program
   staffing
   organizational structure
   site and facilities
   accreditation
   state requirements
   costs

5. The college should begin offering instruction during the spring semester of 1975.

III. INTRODUCTION

On July 11, 1973, the Board of Trustees authorized a feasibility study to examine the "proposition of a new campus in the North Valley area." It was an historic action, recognizing the changes that had occurred in the San Fernando Valley over the last three decades. Three public institutions of higher education had come into existence during that time.

In 1943, the Los Angeles City Board of Education secured title to 450 acres of land in the western section of the San Fernando Valley for the purpose of establishing a school of agriculture. The Clarence W. Pierce School of Agriculture, as it was first named, was finally established in 1947, beginning its first semester with an enrollment of 211 male students. In 1951, the college began adding additional educational programs and with admission of 23 women became co-educational. In 1956, the college name was changed to Los Angeles Pierce College, reflecting the growth of the institution and the expansion of its educational program into lower division liberal arts and a broad selection of technical - vocational programs. In 1973, the college student body had reached 18,000.

Los Angeles Valley College was established in 1949. Although it began modestly with 440 students, it grew steadily and in 1973 enrolled more than 17,000 students. The college responded to the growing communities that surrounded it by expanding its liberal arts offerings and establishing career-vocational programs in allied health, business, electronics, journalism, and public service.

California State University--Northridge was established in 1956 on its present site, but for the first two years used facilities of California State College, Los Angeles, for some of its programs. Serving the San Fernando Valley and many communities throughout Los Angeles County and beyond, the University grew rapidly in numbers and scope of programs. Today it serves 25,000 students with 45 bachelor's degree and 30 master's degree programs. While remaining a liberal arts institution, it has become increasingly oriented toward professional careers.

The growth of these three institutions, currently serving a total of 60,000 students, has been a reflection of the growth and expanding needs of the San Fernando Valley itself.

SAN FERNANDO VALLEY POPULATION

1940	155,443
1950	402,538
1960	846,384
1970	973,455
1973 (est.)	1,061,281

In 1973, a preliminary survey of the attendance patterns at existing Los Angeles community colleges demonstrated that despite the large number of currently enrolled students, the service provided to the northern communities of the San Fernando Valley appeared to be deficient. The Los Angeles Community College District decided that there was sufficient evidence of unmet educational needs to justify a comprehensive feasibility study in that area, and on July 11, 1973 the Board of Trustees authorized the study.

On August 1, 1973, the North Valley Task Force was appointed with Herbert Ravetch as Chairman, David Wolf as assistant to the chairman, and Ruth Putnam as Secretary to the Task Force. (Office leased in city of San Fernando.)

The geographical area to be studied was deemed to be the North San Fernando Valley, that area North of Roscoe Boulevard, encompassing the communities of Chatsworth, Northridge, Granada Hills, Sepulveda, Mission Hills, Sylmar, San Fernando, Arleta, Panorama City, Pacoima, Lakeview Terrace, Sun Valley, Sunland, Tujunga, and including Burbank (see map, next page).

The mission of the North Valley Task Force was to evaluate the community college educational opportunities in the North Valley to determine whether they were sufficient to meet the needs of the area. This included the evaluation of

(1) community college educational needs of North Valley residents,

(2) availability of existing educational programs capable of meeting those needs,

(3) desirability of a new community college to meet unfulfilled educational needs.

If the community college opportunities of the North Valley were evaluated as being insufficient, the Task Force was charged with the additional responsibility of examining appropriate educational programs, optimum locations, and potential enrollment for a new community college.

The primary activity of the Task Force was directed toward the collection and analysis of information related to all aspects of the first two years of post-secondary education in the North Valley. Nine principal sources of consultation and information were utilized.

1. District office and college staffs
2. Public and private educational institutions
3. Service organizations
4. Public agencies
5. Task Force committees composed of North Valley citizens
6. State Chancellor's Office
7. North San Fernando Valley residents and students
8. Current Literature
9. Tadlock Associates Inc.

The role of the District Office and college staffs involved consultation on virtually all aspects of the study, from research design to final report writing. Public agencies supplied basic demographic data to assist in the determination of population characteristics of the area. Public and private educational institutions provided enrollment and program data. Current literature was reviewed in order to identify general principles involved in the establishment of new colleges and procedures employed by other institutions in planning the development of new colleges. The State regulations were examined in order to determine procedures for securing official recognition of a new institution, its educational program and facilities. Visits with appropriate members of the State Chancellor's staff were held in Sacramento and Los Angeles.

In addition, an intense effort was made to reach all segments of the North Valley population. Task Force committees composed of North Valley citizens were established and participated in a continuing in-depth discussion of how to meet the educational needs of the North Valley. Approximately 4000 San Fernando Valley residents (including parents, residents, high school students, community college students, educators, and members of the business-professional community) identified basic needs and interests through questionaire responses.

Finally, Tadlock Associates Inc., provided an independent outside analysis of the design and findings of the Study.

The information generated by all of the above was then analyzed, and the results are provided in this report.

IV. FINDINGS

A. DEMOGRAPHY

This section contains a statistical description of the North San Fernando Valley. This information portrays some characteristics of the population; these characteristics have implications for the location, program and style of a community college located in the North Valley. (A complete presentation of demographic statistics can be found in Appendix 4.)

The map on page identifies the communities of the North Valley, as defined for this study. The population of this area is currently about one-half million persons and is expected to increase at an average annual rate of about 0.8% over the next two decades.

Population

1970	501,617
1990	619,061[1]

[1] L.A. City Planning Department Projection

The 1970 census information distributes the population amongst the communities as follows:

Population by Community
1970

Community	Population	% of North Valley
Chatsworth	17,378	3.4
Northridge	56,523	11.3
Granada Hills	42,289	8.5
Sepulveda	38,962	7.8
Sylmar	48,758	9.8
San Fernando	46,909	9.4
Pacoima	58,991	11.8
Panorama City	27,814	5.5
Sun Valley	35,400	7.1
Sunland	17,362	3.4
Tujunga	20,912	4.1
Burbank	89,319	17.9
Total	501,617	100.0%

Within the North Valley there is no notable concentration of population; no one community contains a dominant portion of the people in the area. The ethnographic composition of the North Valley is presented on the following page:

Racial Composition - 1970

White	94.8%
[2]Spanish-American	15.8%
Black	3.3%
Other Non-White	1.9%

[2]The Census Bureau acknowledged that the Spanish-American percentage of the population is understated. Revised statistics have not yet been issued.

The Spanish-American population is concentrated in the communities of Sylmar, San Fernando, Pacoima, and Sun Valley (18% to 34% of total population). However, Spanish-American residents are found throughout the North Valley, never falling below 6% of the total population. The black population is concentrated in the central area, especially in Pacoima and Lake View Terrace, with only traces throughout the rest of the North Valley.

The population of the North Valley is relatively young in the central communities, older in the west, and older still in the east.

Age - 1970

Median	27.2 years
Range	21.7 years (Pacoima) 34.8 years (Burbank)

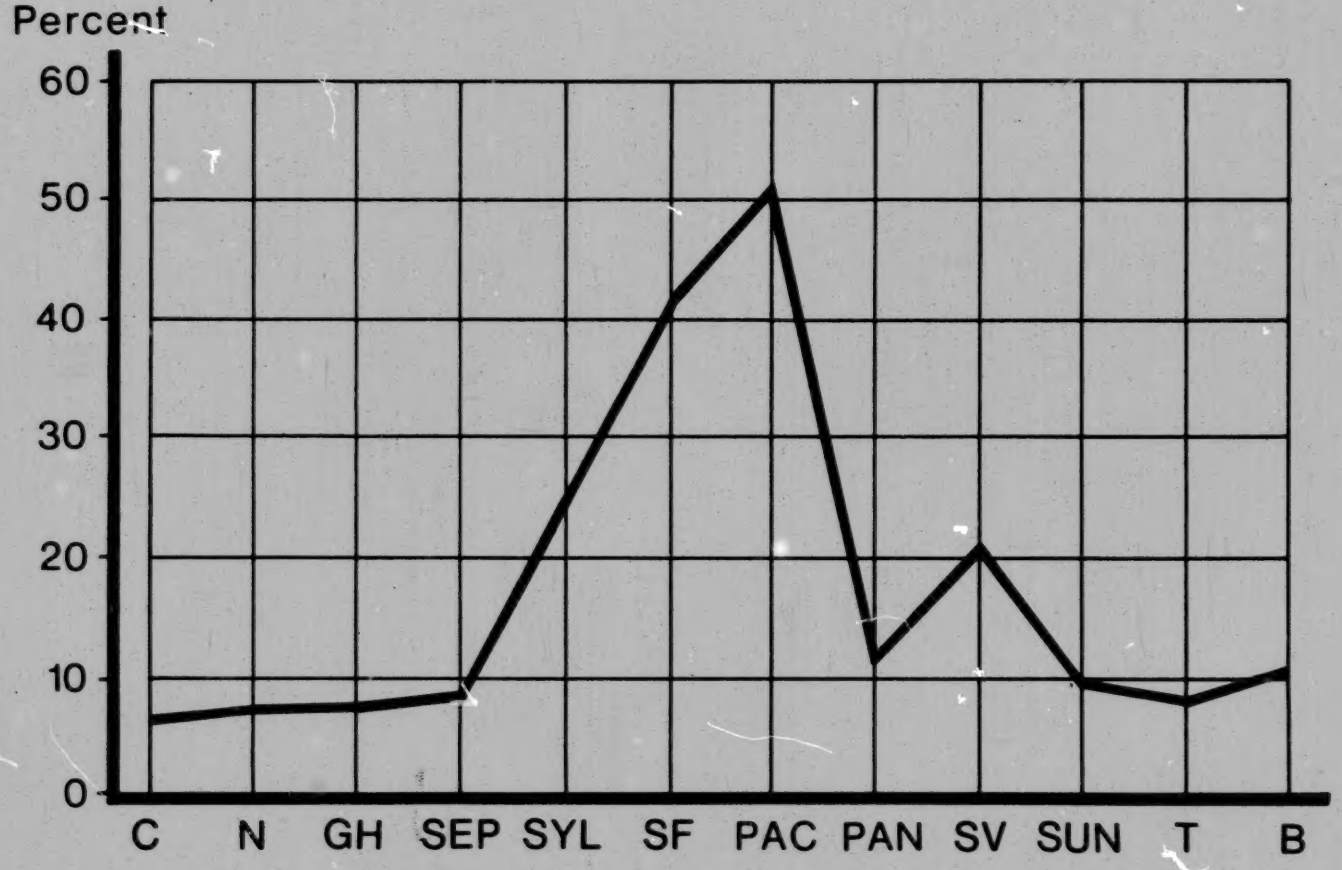
There is a rather wide range of median income among the communities of the North Valley.

Family Income - 1970

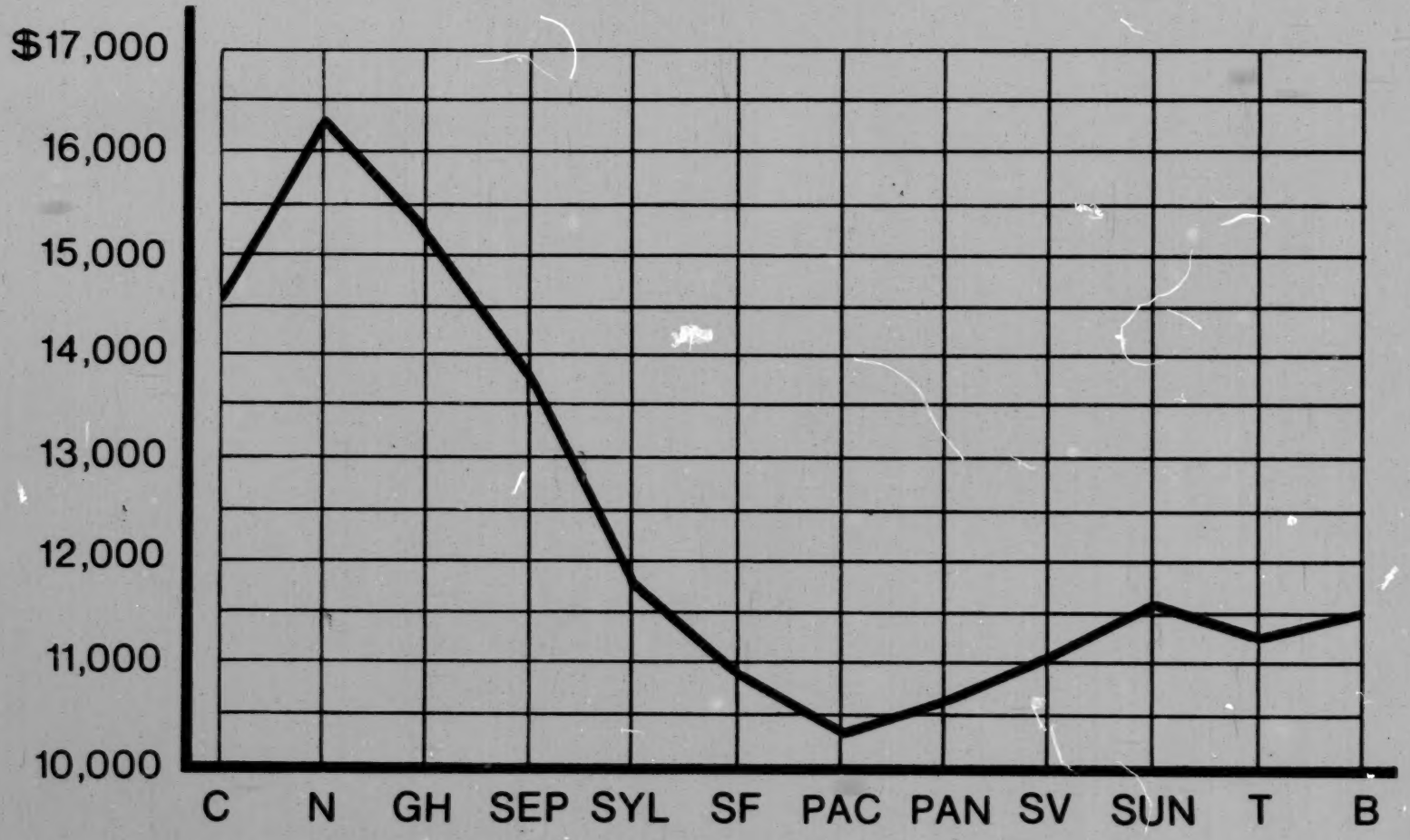
Median	$12,434
Range	$10,414 (Pacoima) $16,314 (Northridge)

An analysis of the income data of the North Valley reveals a recurring pattern that exists within the communities of this area with respect to much of the demographic information. The western communities exhibit high family income, the central communities low income, and the eastern communities show an increase, but one that does not reach the high levels of the western area (see figure on page 15). The same general pattern exists for racial composition, education, and median age: lowest concentration of white population, fewest number of years of education completed, and lowest median age are found in the central area of the North Valley.

ETHNIC MINORITY COMPOSITION OF NORTH VALLEY



MEDIAN INCOME OF NORTH VALLEY FAMILIES



The following table presents information on the highest level of education completed by the population of the North Valley; this data applies only to those over 25 years of age.

Highest Level of Education Completed
1970

No more than elementary school	14.3%
Range	7.0% (Northridge) 27.1% (Pacoima)
College Graduate	10.6%
Range	4.8% (Pacoima) 26.2% (Northridge)

The figures by community further indicate that the populations of the central communities are simply not staying in schools in a manner comparable to the people of the western and eastern areas.

Intelligence and achievement information from Los Angeles Unified School District (LAUD) high schools in the North Valley indicates that, by location, measured achievement varies much more than does measured intelligence:

Intelligence and Achievement
North Valley Public High Schools
1971-1972
12th Grade Students

High School	Median Intelligence	Achievement (Average Median National Norm Percentiles for Reading, Language, Spelling & Arithmetic)
All LAUD High Schools	96	42
Chatsworth (Chatsworth)	104	56
Francis Polytechnic (Sun Valley)	98	41
Granada Hills (Granada Hills)	104	57
Kennedy (Granada Hills)	N.A*	N.A*
Monroe (Sepulveda)	100	51
San Fernando (San Fernando)	85	23
Sylmar (Sylmar)	95	37
Verdugo Hills (Tujunga)	99	46

While the indicator of intelligence for the various schools has values around the LAUD median, the achievement scores vary much more widely. Again, those schools located in the central part of the North Valley tend to produce lower achievement indexes.

*Not available

Throughout the demographics of the North Valley, a pattern emerges which highlights compelling economic and educational needs in the central communities. Those communities appear to contain large numbers of people from minority backgrounds who, relative to other communities, have lower rates of educational achievement. These data suggest a relationship between income, ethnicity and years of education; this issue will be pursued further in subsequent sections (See Appendix 14 for a statistical analysis of this relationship).

B. QUESTIONNAIRE RESULTS

One of the central pursuits of the Feasibility Study was the identification of community college educational needs in the North San Fernando Valley. Manpower patterns and projections, and offerings in current college programs were examined. See Appendices XI and XII. These provided information regarding present and future educational needs as expressed by employment analysis and current college student preferences.

In addition, significant insights were obtained from questionnaires administered throughout the North Valley.

A primary source of information about the educational needs and desires of the citizens of the North Valley was found in the extensive questionnaire returns. Separate questionnaires were developed for high school students, educators, community college students, residents, the business community, and parents of high school students.

Questionnaires were administered to a sampling of students from all public and private high schools and special vocational schools in the target area. Classes with random enrollment of students were selected. Where appropriate, this included both eleventh and twelfth grades.

Parents were reached through questionnaires sent home with high school students and were returned by the same route.

Approximately one-third of the certificated staffs of each school participated, including Los Angeles Pierce and Valley Colleges.

Questionnaires were mailed to students who lived in the North San Fernando Valley but were enrolled at either Pierce or Valley Colleges.

The Resident questionnaire was administered through meetings with coordinating councils, by distribution through health and community center facilities, and by a series of door-to-door interviews with residents in over 20 locations throughout the North Valley.

The Business/Industrial/Professional questionnaire was administered at meetings with Chambers of Commerce and through a mailing to businesses throughout the North Valley area.

Out of a total of approximately 8,700 questionnaires that were distributed 4,175 were returned. The totals for all questionnaires

returned to the Task Force Office are given below:

High School Students	1,175
Parents	513
Educators	325
Community College Students	1,379
Residents	636
Business/Industrial/Professional	147
	4,175

The six questionnaires with the results of the responses can be found in the Appendix. A summary of responses to some of the key questions appears below. Note that the variation in "N" (number of responses) on any particular question indicates that all respondents did not answer all questions.

TABLE I

Do you feel there is a need for the establishment of a community college in the North Valley area:

Response	Percent
Yes	71.1
No	12.2
Undecided	16.7

N = 3,860

The responses to this question indicated overwhelming approval from all groups for the establishment of a new college.

TABLE II

If you answered yes to the questions above, why?

Response	Percent
Present community colleges too far away	54.7%
Too few community college programs currently	36.6%
Other	8.7%

N = 871

Parents and residents, responding to this question, identified distance as the most significant obstacle to greater participation in community college education. The responses regarding available programs (including "other") pointed out that few locally offered courses were available and existing colleges were overcrowded.

TABLE III

Which kind of program would you prefer?

Response	Percent
Vocational	24.0%
Community Services	23.3%
General Education	20.1%
Transfer	14.8%
Basic Courses	8.9%
Counseling	8.9%

N = 1,602

Parents, residents, and members of the business-professional community gave similar emphasis to vocational and general education and community service programs. It is interesting to note that transfer programs were not selected as frequently.

TABLE IV

Which vocational subject area would you prefer?

Response	Rank
Accounting	1
Business Management	2
Dietician	3
Auto Mechanics	4
Secretarial Science	5
Police Science	6
Computer Technician	7
Dental Technician	8

N = 3,860

Here, as in Table V ahead, business-commerce programs received the highest endorsement from all respondents. The other preferred choices were distributed among allied health, maintenance technology, and police science.

TABLE V

Which transfer subject areas would you prefer?

Response	Rank
Business Commerce	1
Pre-Professional	2
Mathematics	3
Science	4
Humanities	5
Social Science	6
Engineering	7
Agriculture	8

N = 472

The educators and members of the business community responding to this question found greater relevance in career-oriented transfer programs and less in the traditional liberal arts. The position of engineering and agriculture appears to reflect the current employment realities affecting those fields.

TABLE VI

How do you think your parents feel about your going to college?

Response	Percent
Require that I go	11.7%
Want me to go, but leave choice to me	64.8
Leave choice to me	20.5
Would rather I not go	1.4
Other	1.6

N = 912

A majority of high school students felt that their parents wanted them to enroll in college, but that the final decision belonged to them. Of all high school students who responded, 86.4%, (see Table VII) expressed a desire to attend a collegiate institution.

TABLE VII

If there were a new 2-year community college in your area, would you attend?

Response	Percent
Would attend new Community College	50.2%
Would attend some other educational institution	36.2%
Would not attend an educational institution	13.6%

N = 1,067

A majority of the high school students who planned to continue their education expressed in their answer to this question a preference to attend a community college in their community. Of the other largest group, 7.9% preferred to attend existing community colleges, while 24.3% planned to go on to a four-year institution.

TABLE VIII

Would you take a course if a new community college were established in your area?

Response	Percent
Yes	56.6%
No	20.7%
Undecided	22.7%

N = 1,075

A majority of the parents and residents who answered this question expressed an interest in taking community college courses. The actual enrollment would no doubt be controlled by proximity and appropriate offerings, which would also have a significant effect on the 22.7% "undecided."

TABLE IX

Would you be interested in attending college classes held in off-campus neighborhood locations?

Response	Percent
Off-campus classes	61.5%
Campus classes only	38.5%

N = 3,388

This table indicates a widespread willingness on the part of North Valley residents, adults, and high school students, to attend some classes conducted away from the college campus and is a significant endorsement of an outreach supplement to campus offerings.

The questionnaire responses included in this section demonstrate a desire among the majority of North Valley residents for the establishment of a new community college, a desire for a comprehensive program that would allow a variety of educational options, and the willingness to try new patterns of education, including courses offered at locations removed from the main campus.

C. Advisory Committees

In addition to numerous meetings with groups and individuals throughout the North Valley area, advisory committees were formed for the purpose of extended, in-depth consultation with North Valley representatives. These committees were charged with specific responsibilities and provided essential information and insights for the Task Force staff. The rosters of the three Task Force committees appear below, with a brief description of each committee's goals, activities, and conclusions. The minutes of the meetings of these committees appear in the Appendix.

1. General Advisory Committee

This committee was widely representative of the entire North Valley, with emphasis on community leaders with broad areas of interest and representation. This committee was charged with the responsibility of providing North Valley-wide participation in the Study, helping to determine the educational needs of the North Valley, and providing the chairman with information regarding (1) the relative need for a new college, (2) its optimum location, and (3) the general kinds of educational programs that such a college should offer.

The General Advisory Committee summarized its findings in a Statement to the Board of Trustees, which is reproduced on the next page.

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A STATEMENT
from the
North Valley Task Force Advisory Committee
to the
Los Angeles Community College Board of Trustees

ADOPTED ON FEBRUARY 7, 1974

The Advisory Committee has been working with the staff of the North Valley Task Force reviewing the issues of community college education for the North Valley, from Chatsworth on the west to Tujunga on the east and including the community of Burbank. This process has included extensive review and analysis of the educational, social, cultural, political, and economic dimensions of this geographic area. As a result of this process, the Advisory Committee has arrived at the following conclusions:

1. The North Valley has many educational needs that cannot be met by existing community colleges. There is, therefore, a pressing need for the establishment of a new community college in the North Valley.

2. The location of this college must be such that it will provide community college education for the greatest number of North Valley residents who are now not being served. The center of this area of maximum potential service is among the communities of Mission Hills, Sylmar, San Fernando, and Pacoima. Large parcels of land (approximately 100 to 160 acres) which appear to be suitable for community college operation have been identified for each of the above communities, and it is in this area that the college should be established.

3. The educational program that will be offered through the new college must be developed through comprehensive interaction with the residents of the North Valley. This program must be responsive to the North Valley's multi-lingual, multi-cultural population. It must build on the traditional requirements of higher education, but it must not be bound by them. It must be forward-looking and innovative. It must bring education to the people and fulfill their needs by exploring new areas and patterns of instruction.

In the light of the above conclusions, we strongly urge that the Board of Trustees of the Los Angeles Community College District authorize the establishment of a new community college in the North San Fernando Valley. A new college will enrich and invigorate the North Valley, stimulate personal and community development, and provide critical educational service to a hitherto neglected area.

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A Statement from the North Valley Task Force Advisory Committee to the Los Angeles Community College District Board of Trustees was adopted on February 7, 1974, and Committee Members confirming this action affixed their signatures below.

Assistant Superintendent - Business
Burbank Unified School District

President, West Valley Chambers of Commerce

Panorama City Memorial Hospital

San Fernando Valley Health Consortium

President, National Association for the Advancement of Colored People

Principal, San Fernando High School

President, Latin-American Civic Association

Human Resources Development

Northeast Valley Health Corporation

San Fernando-Sylmar Ministerial Association

Community Representative

City Manager, City of San Fernando

St. Ferdinand's Catholic Church

Dean, Academic Planning, California State University, Northridge

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Executive Director
Pacoima Memorial Lutheran Hospital

President, San Fernando Valley Area Association of Community Coordinating Councils

Chief of Police, Van Nuys City Hall

President, San Fernando Valley Bar Association

Office of the Mayor, Administrative Coordinator, San Fernando Valley

President, League of United Latin American Citizens

Verdugo Hills Jewish Center

President, Northeast Valley Association of Chambers of Commerce

President
San Fernando Real Estate Association

League of Women Voters

Treasurer, City of Burbank

President, Industrial Association San Fernando Valley

Director, Northeast Valley Community Center

GENERAL ADVISORY COMMITTEE

Captain Jesse Brewer, Chief of Police
Van Nuys City Hall

Dr. Edgar Egly
Assistant Superintendent - Business
Burbank Unified School District

Mr. Victor Ferra, Director
Northeast Valley Community Service Center

Dr. Harry Finestone
Dean, Academic Planning
California State University, Northridge

Mr. Luis Flores, President
Latin American Civic Association

Mrs. Opal Gilliam
Northeast Valley Health Corporation

Rabbi Pincus Goodblatt
Verdugo Hills Jewish Center

Reverend Elvin Hansen
San Fernando-Sylmar Ministerial Association

Mr. Robert James, City Manager
City of San Fernando

Mr. Howard Shirley, President
West Valley Chambers of Commerce

Mrs. Barbara Klein, President
San Fernando Valley Area Association of
Community Coordinating Councils

Mr. Edward Kussman, President
National Association for the Advancement of
Colored People

Mr. Herbert Lightfoot, President
San Fernando Real Estate Association

Mr. Kevin Lynch, President
San Fernando Valley Bar Association

Mrs. Doris Meyer
Office of the Mayor
Administrative Coordinator
San Fernando Valley

Mr. Ted Minor
San Fernando Valley Health
Consortium

Mr. Edward V. Moreno, Principal
San Fernando High School

Mr. Edward Oliver
Community Representative

Mrs. Guadalupe S. Ramirez, President
League of United Latin American
Citizens

Mr. Jerry Rhee
Panorama City Memorial Hospital

Mrs. Mary Sandberg, President
League of Women Voters

Mr. LaVerne Sawyer, President
Northeast Valley Association of
Chambers of Commerce

Mr. Robert Selleck, President
Industrial Association of
San Fernando Valley

Mr. John Simmons, Executive Director
Pacoima Memorial Lutheran Hospital

Mr. William Steward
Human Resources Development

Father Frank Wagner
St. Ferdinand's Catholic Church

Mr. John B. Whitney, Treasurer
City of Burbank

2. Curriculum Committee

The Curriculum Committee was asked to review the educational needs of the North Valley and to arrive at (1) a statement of general educational philosophy, and (2) a list of promising curricular areas that deserved further investigation in establishing the educational program for a new college. Excerpts from the recommendations of the Curriculum Committee are presented below.

Philosophy

The approach to educational programming should consider education as a process involving the accumulation of information, skills, and understanding as they relate to the individual in a modern, pluralistic society. Divisions of transfer and vocational curricula should be subordinated to the concept of educational "ladders," with multiple points of entry, exit, and re-entry. All programs (other than General Education) should be considered "vocational" in that they should lead to meaningful employment. Therefore, the "transfer" and "vocational" elements should coexist.

The intent should be to provide an environment where all forms of person-to-person interplay which are conducive to learning can take place (student/student, student/faculty, faculty/faculty). This should include maximum communication between instructors and students through full disclosure of instructional goals and behavioral objectives. Central to this pursuit is the creation of learning units small enough to permit a high degree of individualized attention to the concerns of students, where lines of communication are short and institutional flexibility is long.

Curriculum

Based on the questionnaire returns, manpower patterns, and enrollment information, the committee identified curricular areas that were suitable for further exploration in determining the educational program for the new college.

- administration of justice
- agriculture
- aircraft technology
- allied health
- American cultural studies
- automotive technology
- broadcasting
- business-commerce
- commercial art
- construction technology
- engineering
- environmental studies
- home economics
- humanities
- human services
- mathematics
- physical science
- social and behavioral science

CURRICULUM COMMITTEE

Dr. Norman Chapman
Dean of Instruction
West Los Angeles College

Dr. Clifford Davis, Principal
Monroe High School

Dr. Louis Hilleary
Director, Educational Development
Los Angeles Community College District

Dr. George Holland
Executive Director
San Fernando Valley Health Consortium

Mrs. Helen Lodge, Professor
California State University, Northridge

Mrs. Blanche Morton
Head Counselor
Polytechnic High School

Mr. Robert Munsey, Chairman
Industrial Education
Los Angeles Pierce College

Mr. Paul Whalen
Dean of Educational Development
Los Angeles Valley College

Mr. Robert Williams
Assistant Dean, Student Activities
Los Angeles Southwest College

Dr. Raymond F. Zeuschner
Speech Department
Los Angeles City College

3. Site Committee

The Site Committee was asked (1) to determine in which area of the North Valley would a new college serve the greatest number of unserved residents, and (2) to establish an inventory of potential sites for such a college. The recommendation of the Site Committee appears below.

> The Site Committee goes on record as concluding that the area of greatest community college service to the North Valley is found in the North Central section of the Valley, comprising the communities of Mission Hills, Sylmar, San Fernando, and Pacoima, and the Committee recommends that this area be given primary consideration for the establishment of a new community college.
>
> Furthermore, the Committee has identified large parcels of land (approximately 100 to 160 acres) in each of these communities which appear to be suitable for the needs of such a new community college, and the Committee recommends that at an appropriate time these parcels be carefully researched to determine which one or ones most effectively meet the needs of identified educational programs.

SITE COMMITTEE

Mr. William Albers, Principal
Kennedy Senior High School

Mr. Ronald Goldman
Architect

Mr. Norman Priest
Director, City Planning
City of San Fernando

Mr. Bill Schubert
District Engineer
City of Van Nuys

Mr. Tex Shannon
School Facilities Planner
Los Angeles Community Colleges

Mr. Bennie Slayton
San Fernando Valley Real Estate Association

Mr. William Steward
Employment Development

Mr. Al Taylor
San Fernando Valley Real Estate Association

Mr. Richard Wainer
District Engineer
Reseda

D. COMMUNITY PARTICIPATION AND INFORMATION SOURCES

The Task Force was the recipient of information and participation from a large and diverse number of public and private organizations and institutions. The availability and inclusion of this large number of resources was responsible for the unusual volume of information which was accumulated and which formed the basis of the Task Force's conclusions and recommendations. The organizations and institutions that were contacted by the Task Force are listed in this section.

PUBLIC AGENCIES

Burbank Department of City Planning
California Department of Human Resources
California State Department of Education
City of Los Angeles, Mayor's Office-Van Nuys
City of Los Angeles, Office of City Planning
Community Analysis Bureau, Los Angeles
Department of Commerce, Bureau of the Census
Los Angeles County Regional Planning Commission
Los Angeles Department of City Planning
Los Angeles Rapid Transit District
Office of the Los Angeles District Engineer-Van Nuys & Reseda
United States Department of Labor, Bureau of Labor Statistics
United Way

EDUCATIONAL INSTITUTIONS

Alemany High School
Burbank High School, Burbank
John Burroughs High School, Burbank
California Community Colleges
California Post Secondary Education Commission
California State University-Northridge
Chatsworth High School, Chatsworth
College of the Canyons
Glendale College
Granada Hills High School
John F. Kennedy High School
Los Angeles Baptist High School
Los Angeles Pierce College
Los Angeles Unified District
Los Angeles Valley College
League for Innovation
James Monroe High School
Northeast Valley Occupational Center
Pacoima Skills Center
John Francis Polytechnic High School
San Fernando High School
Sylmar High School
University of California-Los Angeles
Verdugo Hills High School
Western Association of Schools & Colleges

CHAMBERS OF COMMERCE

Burbank Chamber of Commerce
Chatsworth Chamber of Commerce
Granada Hills Chamber of Commerce
Mission Hills Chamber of Commerce
Northeast Valley Chambers of Commerce
Northridge Chamber of Commerce
Pacoima (Arleta) Chamber of Commerce
San Fernando Chamber of Commerce
Sepulveda Chamber of Commerce
Sunland-Tujunga Chamber of Commerce
Sylmar Chamber of Commerce
West Valley Chambers of Commerce

COORDINATING COUNCILS

Burbank Coordinating Council
Chatsworth Coordinating Council
Northridge Coordinating Council
Pacoima-Arleta-Lakeview Terrace Coordinating Council
San Fernando-Sylmar Coordinating Council
Sunland-Tujunga Coordinating Council
San Fernando Valley Area Association

OTHER

Channels Organization
Committee for the North Valley Community College
General Telephone
Industrial Association of the San Fernando Valley
Latin American Civic Association
League of United Latin American Citizens
League of Women Voters
National Association for the Advancement of Colored People
Northeast Valley Health Corporation
Northeast Valley Umbrella Association
Parent Teachers Association
San Fernando Bar Bassociation
San Fernando-Sylmar Ministerial Association
San Fernando Real Estate Association
San Fernando Electric Company
San Fernando Valley Community Relations Committee
Security First National Bank
Valley Interfaith Council
Valley United Ministry
Verdugo Hills Jewish Center

E. CURRENT ENROLLMENT

Current enrollment patterns within the District demonstrate that the greatest concentration of attendance is found within a three mile radius of existing campuses. This concentration averages between 3% and 4% of the total population. Attendance saturation, therefore, is rated at approximately 3.5% of the total population. Beyond this three mile radius, enrollment declines steadily. Distance, therefore, appears to be a primary indicator of attendance.

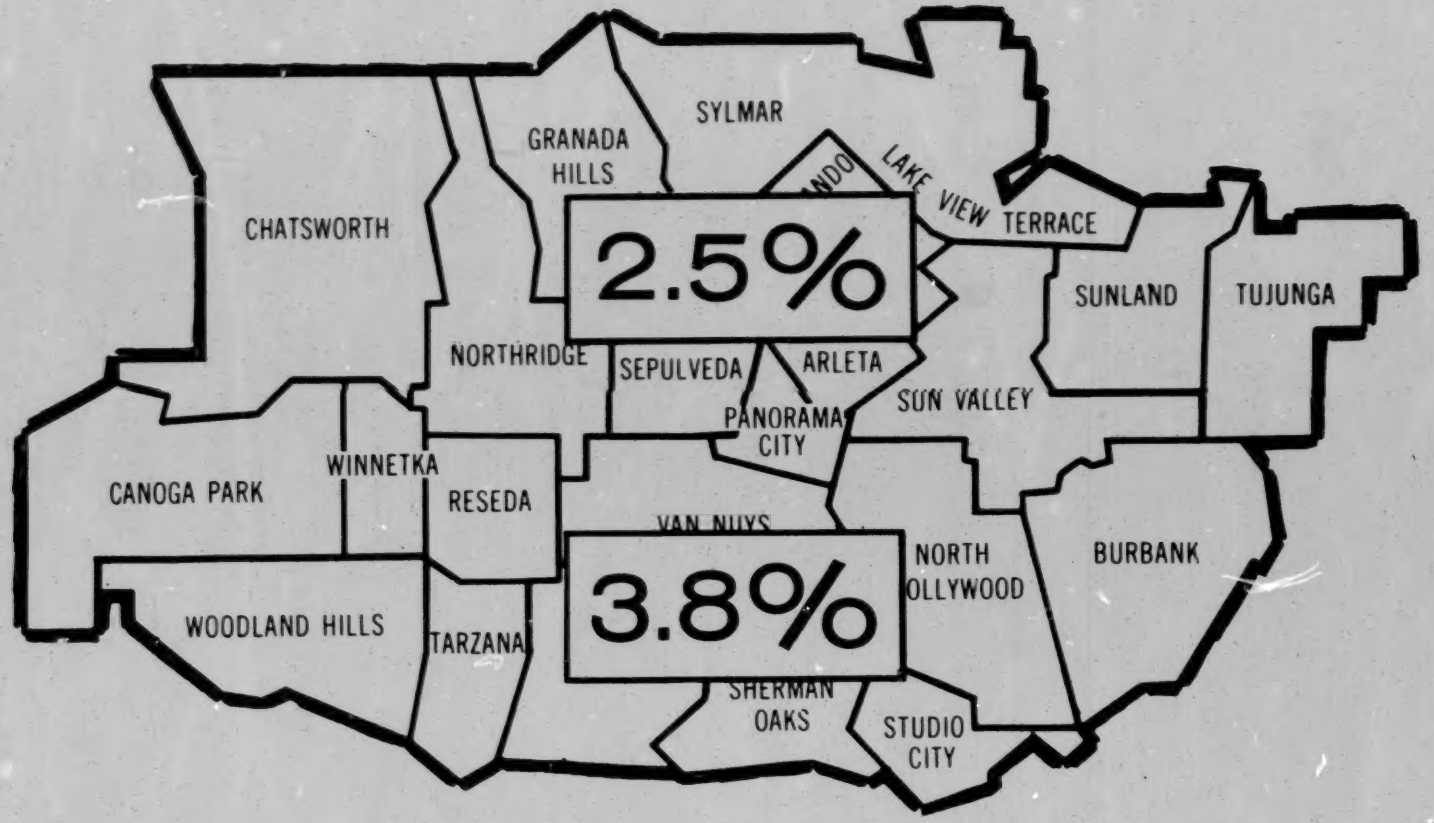
As one method of determining whether or not educational needs were being served in the San Fernando Valley, an analysis of current enrollment patterns in that area was undertaken. This analysis showed that 3.8% of the total population of the South Valley and 2.5% of the total population of the North Valley attend Los Angeles Community Colleges (see Appendix 9). The enrollment of the South Valley, therefore, is within the range of "saturation," while the enrollment of the North Valley is well outside of that range.

Next, the patterns of enrollment within the communities of the North Valley were examined and significant variations were discovered.

Community	Enrollment*
Chatsworth	3.99
Sepulveda	3.46
Northridge	3.45
Panorama City	3.29
Granada Hills	3.21
Pacoima	2.21
Burbank	2.18
Sun Valley	2.13
Sylmar	1.94
San Fernando	1.60
Sunland	1.52
Tujunga	1.39

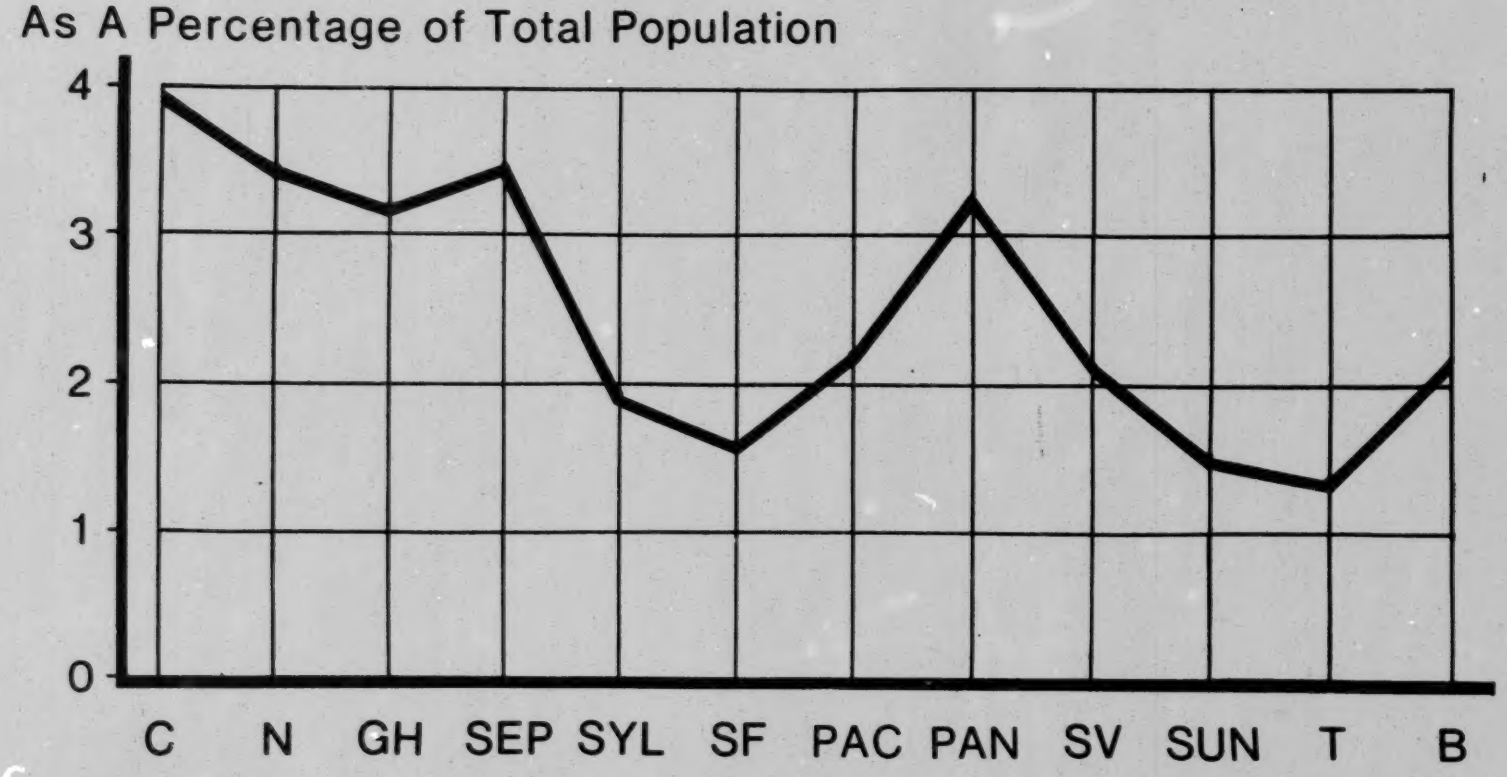
*as a percentage of total population

ENROLLMENT *



* As a Percent of Total Population

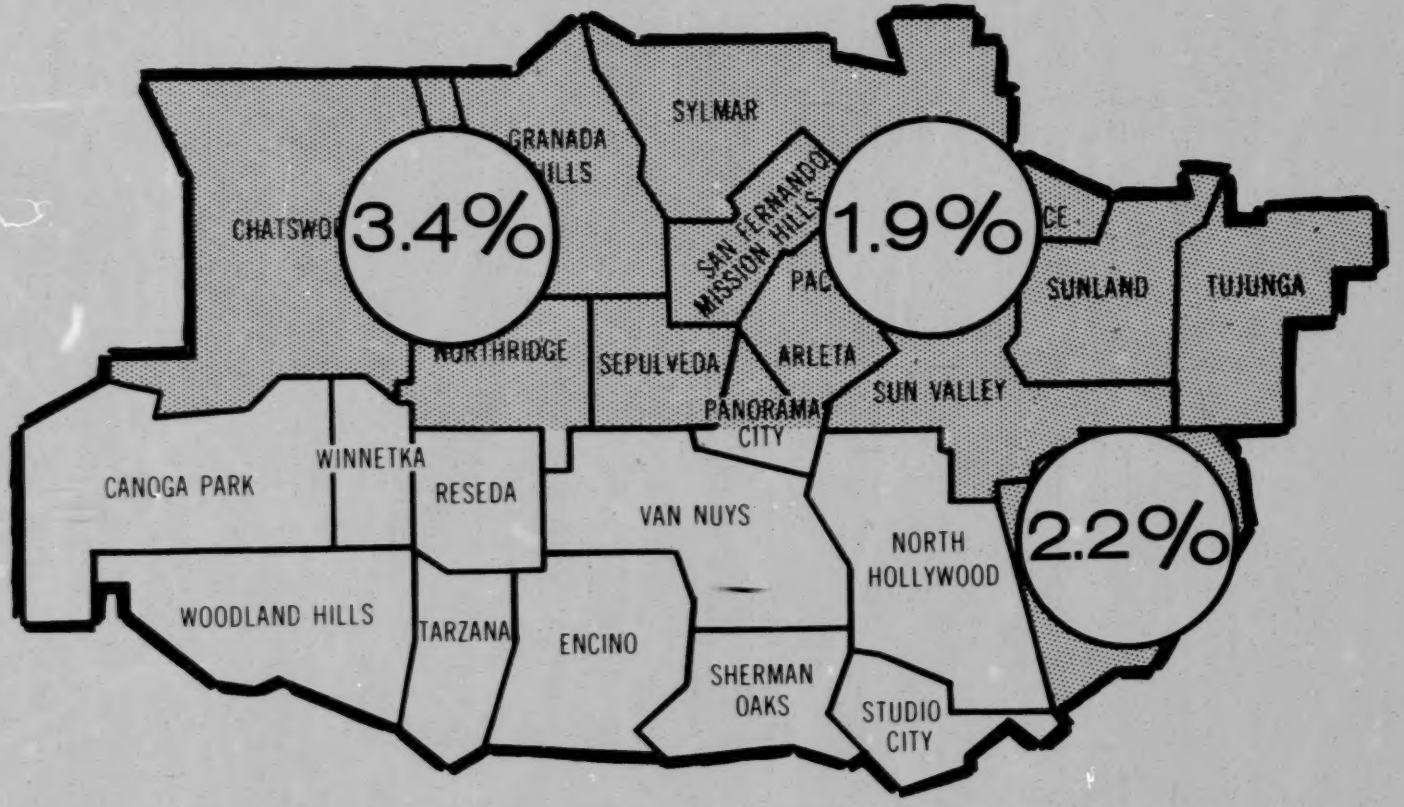
ENROLLMENT BY COMMUNITIES



These attendance percentages form a pattern that follows the west-east axis of the North Valley. The communities in the west (Chatsworth, Sepulveda, Northridge) have very high enrollment (3.2% to 4.0%), equaling and sometimes exceeding attendance of the communities of the southern part of the Valley. The communities of the North Central Valley (Pacoima, Sylmar, San Fernando) experience a significant decline in enrollment (1.6% to 2.2%), well below the communities of the west and the communities of the south. The eastern communities of the Feasibility Study (Sun Valley, Burbank, Sunland, Tujunga) are also substantially lower in their enrollments (1.4% - 2.2%).

This information shows that while the entire North Valley is substantially below the enrollments of the South Valley (2.5% vs 3.8%), the North Central and North East areas contain the smallest percentage of North Valley residents not attending Los Angeles Community Colleges. As a result of these enrollment patterns, as well as the demographic data, questionnaire responses, and advisory committee input, the Task Force concluded that unmet community college educational needs exist in the North San Fernando Valley. A review of operational alternatives to meet those needs was next undertaken.

NORTH VALLEY ENROLLMENT*



* As a Percent of Total Population

F. ALTERNATIVES

In considering the ways in which the educational needs of the North Valley could be met, three alternatives were examined in relation to the other findings of the Study.

1. Extended Outreach

Advantage

The primary advantage of this operation is found in the reduction of costs for capital outlay, maintenance and operations, student and support services.

Disadvantages

The primary disadvantages of this operation are found in program dispersal requiring excessive student travel; lack of student services; negative community reaction.

2. Two Site Campus

Advantages

The advantage of the two-site program is the potential to serve large numbers of North Valley residents and fulfill the aspirations of more than one area through the establishment of two local community colleges.

Disadvantages

The disadvantages of this operation are the substantial increase in costs, related to duplication of facilities and services; the difficulty in obtaining State approval for two campuses; and the problems generated by attempting to initiate and coordinate two campuses simultaneously.

3. One Site Campus

Advantages

The advantages of the one-site program are the elimination of the need for duplication of services and facilities and all of the accompanying increase in costs, the greater likelihood of State approval for a single site, the increased effectiveness in providing and administering a comprehensive educational program from one central location.

Disadvantages

The disadvantage of this operation is found in the fact that some students will still be relatively far away from existing campuses.

This analysis led the Task Force to the conclusion that a combination of the single site campus with an extensive outreach program would be the most effective method of meeting North Valley educational needs. It would benefit from the advantages of cost and program effectiveness, and it would provide service to students in dispersed areas.

In order to determine the location of a single site campus with outreach which would serve the largest number of potential students, estimates of future enrollments were analyzed next.

G. ENROLLMENT ESTIMATES

To determine the location within the North Valley from which a community college would render the greatest service, an analysis was performed which examined the enrollments which would be associated with each of three easily accessible sites. These were located in the western section, the central section, and the Sun Valley section of the North Valley. The method used to generate the estimates made use of current enrollment pattern information, described in Section E (and Appendix 9); the complete development of the enrollment figures is elaborated in Appendix 10.

The results of this investigation are summarized below:

ESTIMATES OF POTENTIAL ENROLLMENT

AT VARIOUS NORTH VALLEY SITES

SITE	TOTAL ENROLLMENT	TOTAL ADA	TOTAL NEW ADA
NORTH CENTRAL	11,700	6,900	2,900
NORTH WEST	10,600	6,200	2,200
SUN VALLEY	8,900	5,300	2,400

RELATIVE ENROLLMENT POTENTIAL AT VARIOUS NORTH VALLEY SITES

SITE	TOTAL ENROLLMENT*	TOTAL ADA*	TOTAL NEW ADA*
NORTH CENTRAL	100	100	100
NORTH WEST	90	89	68
SUN VALLEY	69	70	79

Each of the sites has two enrollment features in common. Wherever the college is located, the new enrollment generated by a reduction in the issuance of inter-district permits is estimated to be 200 ADA; this figure is believed to be conservative. Irrespective of location, the college will have an extensive outreach program which will enroll 2,100 students or 700 ADA. This too, based on the experience of the Valley College outreach program, is believed to be a conservative estimate.

* with site generating most students (North Central) indexed at "100."

These total enrollments, however, reflect a number of characteristics of the various locations. A site in the north west part of the Valley would generate a sizable total enrollment because the relative affluence of the area is associated with high levels of community college attendance. However, this very affluence, combined with a good north-south road network, makes access to the colleges of the South Valley, particularly Pierce, relatively easy; and a high proportion of the population in the area is already attending Los Angeles Community Colleges; thus the amount of new attendance generated by the north west site would be relatively low. A college in the north west would attract the fewest new students, even though it attracts the second largest number of total enrollees.

The Sun Valley location has several fundamental attractions. It is near the Golden State freeway. It is very close to the communities which currently represent a large potential source of new students (particularly Sunland and Tujunga). Indeed, this site would attract a substantial number of new students, but its overall drawing power is limited. This is so because its relatively easterly location makes attendance by those in the north west Valley very inconvenient (some communities in this area would be closer to Pierce than to a Sun Valley college). In addition, the close proximity of Valley College, with its tradition of service to students in the northeast area, would have a limiting effect on attendance at a Sun Valley college. The Sun Valley site, then, would rank second in new enrollment generated, but third in total enrollment.

A community college located in the central part of the North Valley enjoys some of the advantages of each of the sites already discussed. It would be close to the Golden State and the San Diego freeways. It would be close to the communities currently underserved, and also be accessible to the western communities. The fact that this location generates the greatest number of both total and new enrollment is thus not surprising.

In summary, these results demonstrate that of the single locations considered, the north central location has the potential of generating 32% more <u>new</u> students than the western site and 21% more than the Sun Valley site. Furthermore, the north central site has the potential of serving approximately 11% more <u>total</u> students than the western site, and 30% more than the Sun Valley site.

Enrollment estimates, therefore, demonstrate that a single site campus with extensive outreach located in the north central area would be the most effective choice for serving the largest number of potential students in the North San Fernando Valley.

COLLEGE LOCATION

The enrollment figures presented above apply to a campus at maturity. The table below displays the growth profile of a college in the north central area. Because of the community college finance formula specified in Senate Bill 6, 1973, the income generated by the enrollment can also be specified. This analysis indicates that within five years the college would enroll 2,950 ADA and would provide enough income to support the college's operating budget.

ESTIMATED GROWTH TO MATURITY

NORTH CENTRAL SITE

	TOTAL ENROLLMENT	TOTAL ADA	TOTAL ADA INCOME
First Year	1,200	580	$ 302,000
Fifth Year	5,000	2,950	3,186,000
Maturity	11,700	6,900	7,452,000

H. IMPACT

A new college would affect the region in which it is established in several important ways. These are discussed below.

1. Unserved Residents

The previous section has demonstrated that a new community college in the North Valley would generate substantial new enrollment and reach thousands of students who are now not being served. A new community college would also fulfill the aspirations of the North Valley area by establishing a local college with which residents could directly identify.

2. Existing District Colleges

As programs become available at a new local community college, it is expected that some potential North Valley students will be drawn away from Pierce and Valley Colleges. This "shift" of enrollment is not expected to be substantial during the first two or three years of a new college's operation. The ultimate impact of an enrollment shift is difficult to assess since such a development will be affected by at least three main factors:

a. population growth resulting in additional "new" enrollment at existing colleges;

b. outreach programs and increased recruitment from existing colleges among previously underdeveloped sources of enrollment (women, senior citizens, veterans, etc.); and

c. the continuing appeal of older, more established and comprehensive colleges over a new and developing institution.

Current estimates place the ultimate net enrollment shift from Pierce and Valley colleges to a new North Valley College at between 2,500 and 3,500 A.D.A.

It is expected, however, that such a shift would occur gradually, allowing for adjustments through two processes:

a. retirements from existing instructional staffs will provide flexibility in discontinuing unnecessary positions;

b. growth of enrollment at a new North Valley College will permit the transfer of instructional positions from colleges with declining enrollments. This process, of course, would also be available through interaction with other colleges of the District.

3. Neighboring Non-District Colleges

The Los Angeles Community College District currently sends substantial numbers of students to many other college districts through interdistrict permit contracts. The two districts that would be most directly affected by the establishment of a new college in the North San Fernando Valley are Santa Clarita and Glendale.

Approximately 1,150 ADA are currently sent to these two districts.

Santa Clarita (College of the Canyons)	335
Glendale	815
Total	1,150

It is estimated that with the establishment of a new college in the North Valley, at least a third of this 1,150 ADA would be recaptured. The gain to the District from this source, therefore, would be 380 ADA.

I. EXISTING PROGRAMS

As part of the examination of all of the features of community college education in the North Valley an investigation of the current offerings at North Valley post secondary institutions (including four-year schools) was conducted (See Appendix 11). This search covered:

Pierce College
Valley College
Glendale College
College of the Canyons
North Valley Occupational Center
West Valley Occupational Center
Pacoima Skills Center

Two important kinds of insights can be gathered from this information. First the courses offered are presumably an indication of the programs which are of interest to the population of the San Fernando Valley. Second, this canvas highlights the existence of some programs of a specialized nature, requiring faculty and facilities not easily obtained; the existence of these programs suggest that a new North Valley college may wish to make arrangements with other institutions for the use of some of their facilities.

The following table displays those occupational programs for which offerings existed at at least three of the institutions examined.

PROGRAMS OFFERED AT AT LEAST THREE LOCAL INSTITUTIONS

Occupational Studies -

Accounting
Automotive Services Technology
Computer Science
Drafting
Electricity
Electronics
Health Education
Journalism
Management
Merchandising
Nursing
Photography
Real Estate
Secretarial Science
Supervising
Tool & Manufacturing Techniques
Welding
Fire Science
Home Economics
Medical Assistant
Printing

The widespread presence of these programs suggests that they be considered for curricular inclusion at a new college. Where special equipment is involved (e.g., Computer Science, Automotive Technology) the possibility of using facilities already developed may be investigated, particularly during the first years after a new institution's creation.

Several highly specialized occupational programs exist within reasonable travel distance of the North Valley. These are highlighted below:

SPECIALIZED PROGRAMS OFFERED IN INSTITUTIONS

REASONABLY ACCESSIBLE TO THE NORTH VALLEY

- Occupational Studies -

Program	Institutions
Agriculture	Pierce
Animal Husbandry	Pierce
Floristry	Pierce
National Resources Management	Pierce
Broadcasting	Pierce, Valley
Meteorology	Pierce, Valley
Numerical Control	Pierce
Oceanography	Pierce, Valley
Aerospace Technology	Glendale
Cosmetology	Glendale
Food & Restaurant Management	West Valley Occupational Center
Air Conditioning & Refrigeration	North Valley Occupational Center

All of these programs involve equipment and technology. Because of the cost of this equipment the inclusion of some of these programs may never be feasible. However, to accommodate students who may wish a course or two in these areas, the possibility of giving credit for specific courses taken at another institution might be pursued; college sponsored transportation from the North Valley to the cooperating college or center might also be provided. The potential for inter-institutional cooperation is somewhat less for transfer studies. The obstacles to offering a complete range of liberal arts is minimal and the investment in the basic laboratories required for science offerings are fundamental to an institution of higher

learning. However, a student may wish a course (e.g., advanced microbiology) or a series of courses (e.g., Russian language) for which the demand on a campus-wide basis is very small. In these cases a North Valley college may wish to provide articulation with nearby schools, such that the student need can be accommodated.

J. EMPLOYMENT TRENDS

A new community college should offer programs which will prepare students for gainful employment. To this end an analysis was made of the trends in employment which have occurred in the greater Los Angeles area and the State of California as a whole (See Appendix 12).

The data available for analysis focuses on employment by industry. The industries with highest employment growth during the 1966-72 period are presented in the table following this page.

It is important to note that the total employment of the industry is as significant as its rate of growth. The Los Angeles wholesale trade group expanded at a modest rate (2.5%) between 1966 and 1972, but employed nearly two hundred thousand people in 1972. In contrast, the miscellaneous plastic products industry employed only 18 thousand people, but grew at an average rate of 10% per year, making it a field with high future employment potential.

Combining the importance of size and growth, it is clear that the employment prospects in the service industries are good: medical and business services are particularly noteworthy. Among the manufacturing industries, plastic products and office and computing machinery are important prospects, and suggest specific training programs which might be offered at a community college. Employment in the wholesale and retail trade areas should continue to be significant. The field of education, though not the growth area it once was, will continue to experience some expansion and require individuals with updated skills. The jobs associated with finance, insurance and real estate provide another general area in which vocational programs might assist a student to find a productive career.

While an analysis of this type cannot yield specific curricular recommendations, it does highlight those general areas which should be further explored through studies which take into account the specific nature of the campus student body.

The above data also illustrate an interesting point, though one of secondary importance. In almost every high growth industry, the rate of increase of employment is higher for California as a whole than it is in the Los Angeles area; this indicates that employment opportunities have, on the average, been greater in areas elsewhere in the State, than they have been in greater Los Angeles. Should this trend continue, the role of any Los Angeles based training program will be, in part, to help people find employment outside of the Los Angeles area.

MANPOWER TRENDS BY INDUSTRY OF HIGHEST GROWTH

INDUSTRY	CALIFORNIA 1972 Employment (000)	CALIFORNIA Avg.Annual Growth 1966-72 (%)	LOS ANGELES 1972 Employment (000)	LOS ANGELES Avg.Annual Growth 1966-72 (%)
Total Civilian Labor Force	8830.4	2.44	3417.2	1.58
Total Civilian Employment	8314.4	2.36	3224.5	1.59
Nonagricultural Wage & Salary Workers	7229.2	2.40	2907.4	1.53
Other Transportation Equipment	21.8	15.80	7.8	7.20
Miscellaneous Plastic Products	31.6	12.80	18.2	10.02
Drugs	10.1	11.58	5.6	8.92
Education	631.5	7.65	*	*
Office & Computing Machines	46.2	7.15	21.2	6.05
County Government	197.6	6.30	76.0	6.87
Real Estate	77.2	5.71	*	*
Medical & Other Health Services	353.1	5.00	*	*
Miscellaneous Business Services	223.4	4.96	*	*
Finance	189.7	4.88	81.0	3.63
Women's & Misses' Outwear	44.8	4.33	35.0	3.76
Hotels & Other Lodging Places	87.2	4.20	*	*
Retail Trade	1225.7	4.02	465.8	2.92
Insurance	132.5	3.48	*	*
Auto Repair & Garages	55.6	3.34	*	*
Amusement & Recreational Services	62.4	3.32	*	*
Household Furniture	29.8	2.70	22.9	3.23
Wholesale Trade	402.0	2.68	198.3	2.52

* Not Available

K. TRANSPORTATION

When discussing transportation in the context of the creation of a community college in the North Valley, it is useful to consider the subject in relation to public, private, and college transportation.

The service provided to the North Valley by the Southern California Rapid Transit District (RTD) is not as extensive as that provided for other areas (See Appendix 13). Only five of the bus routes which serve the area operate half-hourly, six days per week. Significant portions of Chatsworth and Mission Hills are not within easy access of existing lines (see route map, Appendix 13). While community groups are working at securing improved public transportation service, particularly in the north east Valley, these efforts have not yet yielded concrete changes in either the makeup of routes currently provided or specific proposals in the "Rapid Transit Plan" for a future Los Angeles system. This comprehensive plan includes high speed rail service to the southern part of the Valley, but alludes only vaguely to feeder networks which might operate north of Roscoe Boulevard. In general then, the services of the R.T.D. in the North Valley are not currently adequate, and the nature of future changes is not clear. It is possible that the presence of a community college could lead to modification of the route plans to provide public access to it. This potential should not be overlooked in planning a new college.

Private transportation will be a primary means by which students will travel to a community college in the North Valley. Private vehicles are practical if commute times are deemed reasonable, the access to fuel and its cost are not prohibitive, and adequate parking is available at the campus. No predictions as to fuel availability will be ventured here, and the campus (and outreach centers) which might be provided in the North Valley is assumed to have sufficient parking facilities. Commute times are dependent on the adequacy of the public roads in the North Valley. These are good and improving. North-south travel is eased by the presence of the two major freeways. East-west travel, currently dependent on major arterial thoroughfares, will be improved with the gradual completion of the Foothill Freeway. This road will extend from the easternmost communities of the North Valley through Chatsworth, when completed. The first portion running through Sunland and Lakeview Terrace should be open soon, and the opening of other segments will extend this road over the next several years. With the completion of the North Valley freeway network, the central North Valley will be within 20 minutes auto commute time of almost all locations in the North Valley.

Public and private transportation may still leave people without access to R.T.D. services or private cars in educational isolation. There are at least two ways which a new community college can minimize this problem: bring education to the isolated through effective location of outreach centers, and bring the people to education by means of a college-sponsored transportation system. This system could be designed properly only after a careful study of the community attendance patterns at the established college have been determined. However, the evidence that currently exists suggests that students in Sunland, Tujunga, and parts of Pacoima, Mission Hills and Chatsworth might benefit from college supplied transportation. A side benefit of this system might be the capability of transporting students to other institutions so that they might take advantage of specialized programs which the college itself cannot provide.

L. STATE AND REGIONAL CONSIDERATIONS

State Concurrence

In addition to local boards of trustees, the community colleges of California are governed at the State level by a Board of Governors. The Board of Governors of the California Community Colleges is charged with the responsibility of overseeing the development of community colleges throughout the State of California. While the local community college district has the authority to establish new colleges, State concurrence is required in order for any community college to request State participation in the funding of college construction. In addition, State approval is required for new educational programs and courses, and the use of permissive tax overrides also requires prior State recognition and approval.

The office of the California Community Colleges is located at 825-15th Street, Sacramento, California, 95814. Chancellor, Dr. Sidney Brossman.

The California Post Secondary Education Commission oversees all higher education in California including the University of California, the State colleges and universities, and the community colleges. In order to achieve full State recognition for a new community college, the Commission must express concurrence with the action taken by a local district. The Commission will consider such action only after the Board of Governors of the California Community Colleges has considered a district's request and forwarded a recommendation to the Commisssion.

The California Post Secondary Education Commission is located at 1020 Twelfth Street, Sacramento, California, 95814. Acting Executive Director, Mr. Robert Harris.

In the process of conducting the Feasibility Study, the Task Force maintained liaison with the staff of the State Chancellor's office. Information provided by the Chancellor's staff indentified a number of significant areas for investigation and ultimate State evaluation.

1. Potential new enrollment generated by a new community college.

2. Enrollment effect of a new community college on existing District and non-District colleges.

3. Effect of a new college on facility utilization of the District.

4. Identification of curricular needs to be provided by the new college and articulation of these programs with the educational programs of existing colleges.

5. Role of the new college in relation to the "family of colleges" of the District.

Accreditation

All institutions of higher education in the western states apply for accreditation to the Accrediting Commission of the Western Association of Schools and Colleges. New institutions that have just begun operating, or are planning to begin in the near future, may apply for Candidate for Accreditation Status.

The Commission responded to such an application by requesting a series of basic documents and by visiting the institution for an on-site inspection. The following areas are evaluated: instruction, student personnel services, community services, financial support, administration, and published institutional information.

While a college cannot be fully accredited until after it has been operating for two years and has had the opportunity to "prove itself," Candidate for for Acceditation Status carries with it Commission approval of the preliminary planning and development of the new institution. It also demonstrates that all necessary steps are being taken and all required standards are being met for ultimate accreditation.

The address of the Western Association of Schools and Colleges is P.O. Box 4065, Modesto, California 95352. Executive Director, Dr. Harry Wiser.

M. COSTS

The information offered in this section is based on the cost of a single site campus offering a program sufficient to meet the basic goals of a community college; including transfer, career, and general education; counseling and guidance; and community service programs. The initial housing of the college would be provided through the leasing of existing facilities. Furthermore, the assumption is that instruction will begin in spring, 1975, and the preceding summer and fall will be utilized for planning and development of the college and its program.

1. First Year

The budget required for the development and opening of a new college has been estimated in two parts.

Part I -- Initial Development July, 1974 to June, 1975.....	$158,910
Part II -- Additional Development and First Semester of Instruction November, 1974 to June, 1975.....	830,505
First Year Total	$ 989,415

Part I of the budget provides for an initial staff for planning and development consisting of a president, a dean, an assistant dean, and a coordinator. Also included are clerical support that such a staff will need, allocations for equipment, supplies, utilities, travel, and other operational requirements.

As planning and development progress and the opening of the new college in spring, 1975 draws closer, it will be necessary to make additional assignments of personnel. Facilities and equipment will have to be prepared, arrangements made for the instructional program with all of its materials, widespread publicity provided throughout the North Valley area, organization created and implemented for the start of actual registration, and all of the other preparations typical of the opening of a semester and unique to the opening of a college.

First year costs assume the establishment of an interim operation through the lease of existing facilities. If land is to be purchased or leased and portable buildings borrowed or leased and placed on the land, the cost for the first year would be higher. As soon as the details of the first year's operation have been established, a budget will be developed and presented for Board approval.

2. Construction Costs

Open tracts of land of appropriate size in the North Valley are presently selling for $20,000 to $25,000 an acre. A college site of 85 acres, therefore, would cost approximately $2,000,000. At maturity the college is expected to serve a student body of 11,700. The central plant would serve 9,600 students (6,200 ADA). The outreach program would serve 2,100 students (700 ADA). The experience of the Los Angeles and other community college districts indicate that the central plant would require approximately 310,000 square feet of properly designed plant space. Today's construction costs average $40.00 a square foot, or approximately $12,400,000 for 310,000 square feet of construction.

Adding the additional costs for site development, furniture and equipment, plans and fees, and contingency funds, the capital cost for the complete campus is estimated at $20,000,000.

The total capital investment, therefore, is estimated as follows:

Land.....	$ 2,000,000
Construction.....	12,400,000
Site development, equipment, fees, contingency, etc.	5,600,000
Total	$ 20,000,000

3. Operating Cost at Maturity

The operating cost of the new college, at maturity, serving 11,700 students, 6,900 ADA, is estimated at $944 per ADA or $6,500,000. This is consistent with current operating costs in the Los Angeles Community College District.

V. INDEPENDENT CONSULTANT

Tadlock Associates, Inc., was employed to provide an outside, independent analysis of the findings of the Feasibility Study. Mr. Fred Carvell, vice-president of the firm, visited the Task Force staff in December, 1973, and January, 1974, and arrived at his own independent interpretation of the information accumulated by the Task Force. Significant excerpts from the Tadlock findings and recommendations appear below. Note text of Tadlock report.*

1. Establishment of a New Community College

Based on the expressed desire for a new campus by North Valley area residents and students, the indications that the communities in the northern area do not receive the same level of service as those located closest to Pierce and Valley Colleges, the growing population of the area, and the possibility of a new community college generating 6,700 new students without decreasing enrollments at other LACCD campuses, TAI finds it feasible to establish a community college in the North Valley area.

TAI interpreted the widespread support for a community college located in the North Valley area as a statement of need that would not be met satisfactorily by merely providing district transportation services to existing LACCD campuses or expanding off-campus courses from other existing community colleges. TAI accepted this along with the new enrollment projections as the basis for concluding that a community college in the North Valley area was justified. At the same time, the option of establishing more than one campus in the North Valley in the near future was not considered practical by TAI. The high costs that would be incurred by exercising such an option are obvious. The administrative burden of planning and opening simultaneously a multi-campus operation was not deemed appropriate in light of a projected new student enrollment of about 6,700.

2. Location

Based on the existing and projected population pattern of the North Valley area through 1980 and the identification of greatest need that can be determined through an analysis of various demographic characteristics, the general location where the most people will be served by a single campus site is in the north central portion of the San Fernando Valley.

*The entire text of the Tadlock report is reproduced in the Appendix.

3. Curriculum

TAI believes that the specific design and development of the curriculum for a new campus should be a major planning priority of the LACCD and should extend beyond the initial feasibility stage of the study conducted by the Task Force. Even so, the evidence available at the time of this report indicates that the initial educational program at a new community college located in the north valley area should include the following characteristics:

1. A general transfer program

2. Basic education courses

3. A balanced occupational preparation program that includes business and commercial courses, preprofessional courses, selected trade and technical courses, and selected public and personnel services courses.

4. The counseling and guidance program should consider the needs of students in relation to educational advisement, career guidance, and personal counseling.

TAI recognizes that further planning needs to be undertaken by the LACCD before initiating programs in the north valley area; however, based on the expressed desire of the persons who were surveyed by the Task Force and the suggestions made by the Curriculum Committee, TAI believes the general program characteristics outlined above will provide a guideline for initiating operations.

Tadlock Associates Inc. third-party review of the Study confirms the findings and recommendations of the Task Force.

VI. CONCLUSION

In fulfilling its research goal, the North Valley Task Force found unambiguous answers to the three major areas of inquiry (see page 1).

1. The community college educational needs of residents of the North Valley are substantial.

2. The existing educational programs capable of meeting those needs are insufficient.

3. A new community college is a desirable way of meeting these unfulfilled educational needs.

As the evidence presented in this report demonstrates, these conclusions were reached by looking at a complex of information from a wide variety of sources. This evidence also leads to recommendations for action (see page 8) which follow from and reflect the conclusions.

**A new college should be established in the North San Fernando Valley. This recommendation is based on the Statement of the Advisory Committee, the questionnaire response of all constituents surveyed, the existing enrollment patterns in the North Valley communities, the investigation of alternative operational modes, the future enrollment and cost estimates associated with a new campus, and the independent conclusions of Tadlock Associates Inc. All of these sources unequivocally give evidence of the need for, and feasibility of, a North Valley Community College.

**The college should be located in the Central portion of the North Valley. The detailed analysis of alternative locations for a single site campus clearly indicate that the largest number of otherwise unserved residents can be reached by locating the college within the communities of Mission Hills, Sylmar, San Fernando and Pacoima. The Site Committee established that suitable acreage exists within this area.

**The college should provide a broad range of educational alternatives and feature an extensive outreach program. Through the questionnaire results, the demographic profile, the Statement of the General Advisory Committee, the conclusions of the Curriculum Committee, the results of a Manpower Study, information from local curriculum specialists, and a transportation analysis, the unique problems and opportunities for a community college were defined. An effective response to this unusually diverse population requires a method through which educational programs can adjust to the variety of needs and reach out to large numbers of residents.

**In order to plan effectively for the opening of the new campus, July, 1974 to January, 1975 should be reserved for the development of the educational program, staff facilities, and other planning considerations. The experience of community college districts (as identified through an extensive search of the literature) strongly emphasizes that careful planning is essential to the success of a new campus.

**The college should open its doors in the Spring of 1975. This recommendation reflects the testimony of numerous North Valley leaders and organizations which emphasizes the repeated failure by various educational authorities to supply appropriate post-secondary opportunities in a prompt fashion.

The total contents of this document is the product of an intensive eight-months effort on the part of the North Valley Task Force to develop a full understanding of the educational environment of the North San Fernando Valley. All of the elements of the investigation - the statistical analyses, the community surveys, the attitude assessment, the hundreds of face-to-face contacts with leaders and general citizenry -- provided a wealth of information.

We can find no more fitting way of concluding this report than by presenting a Statement from the General Advisory Committee which contains the essence of all the preceding "commentary."

"A new college will enrich and invigorate the North Valley, stimulate personal and community development, and provide critical educational service to a hitherto neglected area."

* * *

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APPENDIX

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APPENDIX I

O: The BOARD OF TRUSTEES, Los Angeles Community College District

UBJECT: 1973-74 BUDGET ADJUSTMENTS - NORTH VALLEY COLLEGE STUDY

om. No. 2 DIVISION: Fiscal Services

Noticed Date: June 20, 1973
Action Date: July 11, 1973

The following budget adjustment is presented to the Board of Trustees for action:

I. DISTRICT OFFICES

A. Transfer of funds to provide for proposed college study.

Within: GENERAL

From:	1900 UNDISTRIBUTED RESERVES	~~$75,000~~	$70,000
To:	0100 ADMINISTRATION		
	0110 Certificated Salaries	30,000	
	0120 Non-Certificated Salaries	10,000	
	0190 Other Expense	~~35,000~~	30,000

Background. This transaction provides funds for a project director and staff to study the proposition of a new campus in the north valley area. A recent cursory review of the relationship between college enrollment and service area in the Valley revealed a marked degree of need for improvement of postsecondary educational opportunities. It would be highly beneficial at this time to pursue previous actions with a careful review and study of the pertinent factors related. Recommend that a task force be set up to conduct a feasibility study on how the needs for community college education in the North Valley area including San Fernando, Pacoima, Sun Valley, Sunland, Tujunga, and other adjoining communities can better be served. This study should include, in addition to the basic demographic data, consideration of the location and type of physical facilities which might be provided; the possibility of branch locations; alternative methods of instruction, including instructional television; possible provisions for solving transportation problems of potential students.

ecommended by:

J. Provance, Director
scal Services

Approved by:
Leslie Koltai

Leslie Koltai, Chancellor

TION BY BOARD OF TRUSTEES (Tally of Votes)

onson _____ Richman _____
Follette _____ Washington _____
ozco _____ Wyatt _____
chardson _____

LESLIE KOLTAI, Chancellor and
Secretary to the Board of Trustees

By _____ _____
Date

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APPENDIX II

TO: THE BOARD OF TRUSTEES, Los Angeles Community College District

SUBJECT: ESTABLISHMENT OF LOS ANGELES NORTH VALLEY COLLEGE -68

COM. 1 Division: Chancellor

Notice Date: March 20, 1974
Action Date: April 3, 1974

The following recommendations to establish Los Angeles North Valley College are presented to the Board of Trustees for action:

1. Approval be given for the establishment of Los Angeles North Valley College effective July 1, 1974.

2. Authorization be given to the Chancellor to initiate the process leading to the nomination and appointment of a college president.

3. Authorization be given to the Chancellor to recommend a site and facilities within the communities of Mission Hills, Sylmar, San Fernando, and Pacoima.

4. Authorization be given to the Chancellor to file with the Western Association of Schools and Colleges the necessary forms to obtain accreditation.

5. Authorization be given to the Chancellor to initiate a proposal to the Board of Governors of the California Community Colleges for acquisition of a new site in accordance with provisions of Education Code Section 22713.

6. Approval be given to the budget listed below for 1974-75. The budget under Administration will provide for a small initial staff (president, dean, assistant dean, coordinator and support personnel) which for the first seven months will carry out the planning and development necessary for the successful opening of the new college. The budget under Instruction will provide the instructional staff, additional supervisory and support personnel, and all of the non-personnel items needed for the first semester of classes.

Recommended by:
Herbert Ravetch
Herbert Ravetch, Chairman
North Valley Task Force

Recommended by:
Louis Kaufman
Louis Kaufman, Executive Vice-Chancellor

Approved by:
Leslie Koltai
Leslie Koltai, Chancellor

ACTION BY BOARD OF TRUSTEES (Tally of Votes)

Bronson		Richman	
La Follette		Washington	
Orozco		Wyatt	
Richardson			

LESLIE KOLTAI, Chancellor and
Secretary to the Board of Trustees

By _____ _____
Date

Board of Trustees
Com. 1 Division: Chancellor

Notice Date: March 20, 1974
Action Date: April 3, 1974

ADMINISTRATION		$158,910
Certificated Salaries	$96,129	
Non-certificated Salaries	39,081	
Supplies	4,000	
Contract and Other Expenses	14,700	
Capital Outlay	5,000	
INSTRUCTION		830,505
Certificated Salaries	$341,805	
Non-certificated Salaries	199,700	
Supplies	66,000	
Contract and Other Expenses	74,000	
Capital Outlay	149,000	
TOTAL		$989,415

Background: On July 11, 1973, the Board of Trustees authorized a feasibility study to examine the "proposition of a new campus in the North Valley area." On August 1, 1973, Dr. Herbert Ravetch was appointed chairman of the North Valley Task Force and subsequently established an office in the city of San Fernando. The geographical area to be studied was the North San Fernando Valley, those communities North of Roscoe Boulevard, including Burbank.

The primary mission of the North Valley Task Force has been to evaluate the community college educational opportunities in the North Valley to determine whether they are sufficient to meet the needs of the area. This included the evaluation of

(1) community college educational needs of North Valley residents,

(2) availability of existing educational programs capable of meeting those needs,

(3) desirability of a new community college to meet unfulfilled educational needs.

The findings of the Feasibility Study reveal

(1) that there is a need for a new community college in the North San Fernando Valley;

(2) that the estimated student body is large enough to justify a new college;

(3) that the optimum location for such a new college is within the North Central Valley area(among the communities of Mission Hills, Sylmar, San Fernando, Pacoima); and

(4) that the educational programs to be offered should be comprehensive in nature and responsive to the diverse population and educational needs of North Valley residents.

The Feasibility Task Force was headed by Dr. Herbert Ravetch, chairman, under the direction of the Executive Vice Chancellor. The Task Force Committee, consisting of citizens advisory committees and professional staff, consulted with a number of outside public agencies and a broad representation of the North Valley and utilized the services of a third party research organization (Tadlock Associates, Inc.). The study is the result of concentrated efforts on the part of the Los Angeles Community College District to gather data, to survey the community, and to analyze the needs of the target area.

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APPENDIX III

Feasibility Study
North San Fernando Valley

Research Design

Dr. Herbert Ravetch, Chairman
North Valley Task Force
September 1973

Dr. Louis Kaufman
Executive Vice Chancellor
Los Angeles Community College District

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I. INTRODUCTION

Project

On July 11, 1973, the Board of Trustees authorized the establishment of the North Valley Task Force. The purpose of the Task Force is to review the post-secondary educational needs and opportunities of the North San Fernando Valley. Pursuant to this authorization, the Task Force has been established and is conducting a feasibility study to determine how effectively the Los Angeles Community College District is currently serving the North Valley and how it might increase its effectiveness in the future.

Information Sources

The central activity of this study is the collection and analysis of information related to all aspects of the first two years of post-secondary education in the North Valley. Six main sources of information will be utilized.

1. District office and college staffs
2. Task Force committees
3. San Fernando Valley residents
4. Public agencies
5. Other districts
6. Current literature

Staff

There are three positions authorized for the North Valley Task Force.

1. Task Force Chairman
2. Secretary
3. Consultant, part time (not yet appointed)

The Task Force Staff is assigned to the office of the Executive Vice Chancellor, Dr. Louis Kaufman.

In addition to these three staff members, the study is supported by members of the colleges and District Office staff, by Task Force committees, and by the involvement of large numbers of North Valley residents.

Feasibility Study Outline

This report provides an outline of the feasibility study that has been initiated. Each section of the outline includes (1) areas to be investigated, (2) "emphasis" questions describing the primary types of information being sought, and (3) sources of primary information.

Calendar

It is difficult to predict precisely how much time the accumulation and interpretation of this information will require. Progress reports to the Board of Trustees will be made as various phases are completed.

II. TARGET AREA

Area	Population
Tujunga	20,912
Sunland	17,362
Sun Valley	35,400
Burbank	89,319
Sylmar--Lake View Terrace	48,758
San Fernando--Mission Hills	46,909
Pacoima--Arleta	58,991
Panorama City	27,814
Sepulveda	38,962
Granada Hills	43,289
Northridge	56,523
Chatsworth	17,378
Total	501,617

III. DEMOGRAPHIC DATA BY AREA

A. Overall distribution of population
B. Housing units and average persons per unit
C. Ethnic distribution
D. Age distribution
E. Sex
F. Family size
G. Educational level
H. Occupational fields
I. Economic range

Emphasis

What are the current and projected data for the above?

What is the relation of demographic data to current and projected attendance in the community colleges of the District?

Information Sources

California Department of Employment
Community Analysis Bureau
Department of Commerce--Bureau of the Census
General Telephone Company
Los Angeles City Planning Department
Los Angeles Department of Water and Power
Los Angeles Public Utilities and Transportation Department
Los Angeles County Regional Planning Commission
United Way

IV. BUSINESS AND INDUSTRIAL SURVEY BY AREA

Emphasis

What are the primary and secondary business and industrial operations in each of the areas of the study?

What are the projections for business and industrial activity within the Los Angeles Community College District?

Information Sources

California Department of Employment
Chambers of Commerce
Community Analysis Bureau
Los Angeles City Planning Department
Los Angeles County Regional Planning Commission

V. ENROLLMENT TRENDS

A. Selected elementary, junior high, and senior high schools of target area (public and private)
B. Community Colleges
C. California State Colleges
D. Universities
E. Interdistrict permits

Emphasis

1. What percentage of high school students go on to college?
2. How many students do Pierce and Valley colleges receive annually from high schools in the Los Angeles Community College District?
3. What are current and projected data?
4. What are enrollment trends by age, sex, ethnic origin?
5. What is the residence distribution of students attending District colleges?
6. What relationship, if any, exists between curricular offerings and residence distribution?

Information Sources

Burbank Unified District
California State University at Northridge
California State University at Los Angeles
Glendale Community College District
Los Angeles Community College District
Los Angeles Unified District
Los Angeles County Superintendent of Schools
Santa Clarita Community College District
Selected private schools
University of California, Los Angeles
Universtiy of Southern California
Ventura County Community College District

VI. SURVEY OF EDUCATIONAL NEEDS

A. Programs of North Valley Educational Institutions

1. high school adult education programs
2. regional occupational centers
3. regional skills centers
4. valley colleges
5. other district community colleges

B. Student Aptitude and Achievement Levels
Selected North Valley high schools

C. Manpower Requirements

1. current occupational patterns
2. emerging occupational needs
3. specific manpower forecasts
4. shortage occupations (not requiring B.A. degree)
5. trends in employment
6. trends in unemployment

D. Educational Needs Perceived by North Valley Residents

1. transfer/vocational
2. general education
3. community service
4. counseling
5. collegiate "background" programs

Emphasis

What are current and projected programs at District Colleges in the Valley?

What are the enrollment trends in the various institutions by programs?

What are the special courses that are or are not accessible at District colleges (enrollment and transportation availability)?

What are the current and projected Los Angeles County manpower needs?

What educational needs are perceived by North Valley residents?

What are the special educational needs of ethnic minorities, veterans, women, senior citizens?

Information Sources

Surveyed institutions
Los Angeles County Department of Human Resources Development
North Valley residents (extensive questionnaire polling)
United States Department of Labor--Bureau of Labor Statistics
Task Force Committee

VII. EDUCATIONAL DELIVERY SYSTEMS

A. lecture
B. laboratory
C. seminar
D. Short-term courses
E. individualized instruction
F. library-centered instruction
G. closed circuit television (CCT)
H. television (commercial and educational)
I. computer assisted instruction (CAI)
J. audio tape
K. video tape
L. tutorial
M. newspaper
N. correspondence
O. home or special location instruction
P. telephone (ETN)

Emphasis

What systems are most appropriate for various programs?
What systems are endorsed by potential students?
What are the adaptabilities of the various systems?

Information Sources

Questionnaire
College visits
Literature review
Los Angeles Community College District
Task Force Committee

VIII. FACILITIES

A. Relate educational programs to space and facility requirements
B. Temporary/Permanent
    1. Interim
        a. "relocatables"
        b. portable, rented space
        c. leased space
        d. donated space
    2. Permanent
C. Non-campus facilities
    1. satellites
    2. store fronts
    3. tenants in public and private facilities
    4. homes
    5. leased, donated space
    6. off-campus individualized study
    7. electronic instruction
    8. traveling van or bus

Emphasis

What are the presently available facilities in the target area?

What are the presently available facilities in the District ("relocatables")?

What facilities, current and future, are required by the educational program for the North Valley?

Information Sources

Los Angeles Community College District
Existing college systems
College visits
Community Colleges of California
Literature review
Task Force Committee

IX. SITES

A. Establish Centers of Need
    1. by numbers of potential students
    2. by educational needs of potential students
    3. by availability of other community college programs
B. Evaluate Potential Sites
    1. by size
    2. by adaptability
    3. by land values
    4. by transportation availability
    5. by college impact on neighborhood
    6. by neighborhood impact on college
    7. by projected conditions of all the above

Emphasis

What degree of access will potential sites offer to students?

How well will potential sites adapt to perceived program needs?

How reasonable are market values of potential sites?

What degree of college coodinated or sponsored transportation can be provided?

Information Sources

Los Angeles Community College District
Department of Commerce--Bureau of the Census
California Community Colleges
Rapid Transit District
Area real estate personnel
Existing college transportation systems
Task Force Committee

X. STATE REGULATORY CONSIDERATIONS

A. Location(s) Approval
B. Program Approval
C. Facilities Approval

Emphasis

What are the State regulations regarding location, program, and construction?

What constraints must be observed for the above in order to qualify for State approval?

Information Sources

California Community Colleges
California State Finance Office
Coordinating Council for Higher Education
Los Angeles Community College District

XI. IMPACT OF A NEW COMMUNITY COLLEGE IN THE NORTH VALLEY

A. District Community Colleges
   1. Average Daily Attendance (ADA)
   2. Facilities inventory
   3. State ratios for space utilization
B. Other Educational Institutions within the District
   1. Adult high school programs
   2. Regional occupational centers
   3. Four-year institutions

C. Other community colleges--interdistrict permits
D. "Shifted" District enrollments
E. Generation of a new community college enrollment
   1. current areas of "saturation" enrollment
   2. expected areas of a new enrollment
   3. projected numbers and ADA of new enrollment

Emphasis

What impact will additional community college facilities in the North Valley have on District ADA and space utilization?

What provisions should be made for possible decline of enrollment and facility utilization at District colleges in the Valley?

How will other district institutions be affected?

What percentage of new enrollment can be anticipated?

How will "outgoing", and "incoming" interdistrict permit attendance be affected?

Information Sources

Los Angeles Community College District
Los Angeles Unified District
Other community colleges
Regional occupational centers
California Community Colleges

XII. FUNDING

A. Costs for Standard and Special Programs
   1. site(s)
   2. capital outlay
   3. operation
B. Current Revenue Sources and Resources
   1. Federal government
   2. State
   3. local
C. Projected Revenue Sources and Resources
   1. Federal government
   2. State
   3. local
   4. philanthropy

Emphasis

What is the estimated cost of the educational program, its housing and support services, required to meet the needs of the North Valley?

What are the District's current and projected funding resources?

What are appropriate government funding sources?

Information Sources

Los Angeles Community College District
California Community Colleges
Task Force Committee

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APPENDIX IV

Appendix Number 4

DEMOGRAPHIC DATA

The primary demographic information used in this study is presented in this appendix. These data are of three basic types:

- standard census information (e.g., race, age, occupation, income, etc.) from the U. S. Bureau of the Census,
- population projections, by community, from the Los Angeles City Planning Department and
- intelligence and achievement information for the high schools of the North Valley, from the Los Angeles Unified School District.

The standard census information is presented here in the form of percentages of total community population for each category. Absolute amounts for each category are available from the Los Angeles Unified School District.

The population projections by community (absolute numbers) here presented are Los Angeles City Planning Department annual growth rates applied to U. S. Bureau of the Census 1970 population figures. The figures for Burbank are from the Burbank Community Plan and the figures for San Fernando come from that community's current Plan.

Before using the intelligence and achievement information, it is well to be familiar with the quartile convention illustrated by the distribution curve preceding the tables of data. The national norm percentile data indicates how the district or school performed compared to a national sample, e.g., Chatsworth's 82 percentile for I.Q. for its top quartile indicates that 25% of that high school's 12th graders have I.Q.s which rank amongst the top 18% (100-82) of 12th grades nationally.

Demographic Summary of the North Valley Communities

	Chatsworth 91311	Northridge 91324	Granada Hills 91344	Sepulveda 91343	Sylmar-Lakeview Ter. 91342	San Fernando-Mission Hills 91340	Pacoima-Arleta 91331	Panorama City 91402	Sun Valley 91352	Sunland 91040	Tujunga 91042	Burbank 91501,02, 04,05,06	TOTAL NORTH VALLEY
Total Population	17378	56523	42289	38962	48758	46909	58991	27814	35400	17362	20912	89318	501617
% of North Valley	3.4	11.2	8.4	7.7	9.7	9.3	11.7	5.	7.0	3.4	4.1	17.8	99.2[2]
Racial Breakdown (%)													
White	99.2	98.2	98.0	98.2	91.4	90.5	81.1	98.0	95.7	98.6	98.3	98.7	94.8
Black	.1	.6	.3	.5	6.0	7.2	15.7	.4	.3	.1	.1	.1	3.3
American Indian	.1	.1	.2	.2	.3	.3	.5	.1	.4	.2	.6	.3	.3
Japanese	.3	.4	1.0	.7	1.0	1.2	1.5	.2	2.5	.6	.1	.2	.8
Chinese	-	.4	.1	.2	.1	-	.2	.1	.1	.1	.1	.2	.2
Filipino (atc.)	-	.1	-	.1	.5	.2	.4	.2	.5	.1	.4	.1	.2
Other	.2	.3	.3	.2	.8	.5	.4	.2	.4	.2	.3	.2	.4
Spanish American 1/	6.2	6.9	7.5	8.0	18.7	34.1	34.8	11.4	28.8	9.6	8.0	10.6	15.8
Age Breakdown (%)													
Under 5	6.9	6.9	8.2	7.2	9.6	9.8	11.4	7.9	9.5	8.5	10.3	6.7	8.5
5-9	11.5	10.4	12.7	9.8	12.9	11.0	13.2	7.3	10.4	10.7	10.7	7.1	10.5
10-14	13.6	13.1	13.3	12.4	13.2	11.7	13.3	7.9	11.1	10.2	10.3	7.4	11.3
15-19	11.2	11.9	10.6	11.1	10.2	9.7	9.9	9.1	9.4	9.0	8.1	7.7	9.8
20-24	4.4	8.2	4.6	8.2	5.4	6.9	6.4	9.6	6.8	5.2	7.0	7.6	6.9
25-34	11.4	11.4	12.6	12.0	13.3	12.3	13.5	12.8	14.2	12.9	13.9	13.7	12.9
35-59	33.7	32.8	33.0	33.2	27.8	28.5	26.0	31.7	30.4	30.0	27.6	32.6	30.7
60 & Over	7.3	5.3	5.7	6.1	7.5	10.7	6.3	13.7	8.2	13.4	12.1	16.3	9.4
Median Age (yrs.)	27.1	24.6	25.5	26.1	23.8	25.7	21.7	31.4	26.9	29.9	27.6	34.8	27.2
Average No. Children/family (less than 18 yrs. of age)	1.5	1.5	1.7	1.4	1.7	1.5	1.8	1.0	1.4	1.3	1.4	.8	1.4
Education by Level Completed (%) (of pop. 25 yrs.+)													
No schooling	.3	.4	.3	.4	.8	2.9	2.7	1.1	.7	.9	.9	.8	.9
Elementary only	8.7	8.6	7.0	8.3	15.8	23.1	26.4	16.6	19.1	16.6	15.8	15.1	13.4
Some high school	15.7	11.0	12.9	14.1	22.5	20.5	25.0	19.4	23.6	20.4	20.6	18.4	16.8
High school graduate	36.8	32.8	37.1	41.2	38.3	33.6	31.5	37.8	36.7	38.1	35.8	38.1	32.7
College graduate	19.7	26.2	19.8	13.8	7.7	6.5	4.8	8.5	6.3	7.3	9.8	10.3	10.6
Total No. Housing Units	5846	17196	11802	11353	13199	12871	15792	10672	10107	6473	6780	36290	158381
Median value (owner occupied)	$33584	$38840	$31350.	$31028.	$23494.	$22183.	$20751.	$23007.	$22446.	$23649.	$23889.	$26533.	$26890.
Median rent	$ 171.	$ 167.	$ 184.	$ 156.	$ 140.	$ 122.	$ 130.	$ 143.	$ 130.	$ 127.	$ 120.	$ 125.	$ 141.
Median Age of structure (yrs.)	9.2	10.0	11.6	11.6	13.4	17.9	16.4	15.0	18.7	17.8	18.9	23.5	16.4
Mobility (% of units moved into in last 5 years)	66.9	64.2	56.0	59.5	59.4	52.3	53.8	65.1	54.9	51.7	59.6	54.5	57.5
Income Distribution by Family (%)													
Under $3,000	5.8	3.1	2.9	4.0	5.7	7.5	7.4	6.3	6.3	4.8	6.8	4.9	5.3
3,000-3,999	1.8	1.6	1.1	2.3	2.5	3.9	3.5	3.7	3.1	3.8	4.2	3.3	2.9
4,000-4,999	2.1	2.7	1.6	2.0	3.1	4.0	4.4	4.6	3.7	3.4	4.0	3.5	3.2
5,000-5,999	2.5	2.0	1.7	3.1	3.7	4.9	4.9	4.6	3.8	3.6	5.0	4.5	3.8
6,000-6,999	2.6	2.4	2.3	3.7	4.6	4.9	5.1	6.3	4.6	3.5	4.8	5.6	4.4
7,000-9,999	10.5	10.7	10.2	12.4	16.5	18.4	21.4	19.7	20.8	18.1	15.8	17.8	16.3
10,000-14,999	26.5	22.6	33.1	29.5	35.8	31.7	33.1	30.3	31.8	33.4	33.2	30.2	30.4
15,000-24,999	36.8	37.4	39.5	34.4	24.0	20.7	18.4	25.8	21.7	24.7	22.1	24.1	26.9
25,000-49,999	10.3	15.9	10.5	7.9	3.7	3.5	1.6	3.2	3.9	4.1	3.9	5.2	6.3
50,000 & Over	1.3	1.6	.6	.7	.3	.4	.2	.2	.3	.6	.2	.5	.6
Median income of Families	$16657.	$16313.	$15159.	$13824.	$11776.	$10930.	$10414.	$10667.	$11079.	$11551.	$11347.	$11511.	$12434.
TOTAL FAMILES	5056	14534	10703	9478	11392	10535	13648	8106	8190	5216	5213	25499	127590
Families on Pub. Assist/Below Pov.(%)													
On public assistance	3.9	3.0	3.0	4.2	7.2	9.5	12.1	5.2	6.7	5.8	8.5	5.5	6.2
Below poverty level	5.5	3.4	3.2	4.2	6.5	8.3	9.8	5.8	7.5	5.0	7.8	4.5	5.8
Female head, Below pov.	1.8	1.5	1.5	2.3	2.5	3.0	4.7	2.2	3.7	2.0	3.3	2.0	2.5
Occupational Distribution (%) (Pop. 14 yrs. & older)													
Professional & kindred	26.2	29.2	25.9	19.8	14.6	11.9	9.8	14.6	11.2	18.2	17.8	17.2	17.8
Farmers & Farm managers	.3	.1	.1	.2	.3	-	.1	.1	.2	.3	.1	-	.1
Managers except farm	13.9	16.6	14.0	11.9	6.7	7.0	5.3	9.8	7.9	9.4	9.1	9.7	10.1
Clerical & kindred	18.3	17.9	18.3	20.8	16.6	16.4	16.2	22.1	18.7	20.0	18.2	23.4	19.3
Sales workers	8.2	9.3	9.8	10.1	7.0	6.7	5.0	9.6	5.9	7.3	7.4	7.9	7.9
Craftsmen, Foremen & kindred	10.4	8.1	11.8	13.7	19.0	16.4	19.1	14.7	19.3	19.5	19.1	14.2	15.0
Operatives & kindred	11.1	7.8	8.4	11.4	19.5	20.7	24.8	15.3	23.6	15.2	12.8	14.8	15.4
Service includg. Priv. House	9.0	8.6	8.6	9.5	11.9	13.6	13.7	10.1	10.1	11.2	11.8	9.5	10.5
Farm-Labors & Foremen	.4	.1	-	.1	.4	.6	.3	.2	.3	.2	-	.1	.2
Labors-except Farm & Misc	2.1	2.4	3.2	2.5	4.1	8.7	5.8	3.6	4.9	2.7	3.7	3.8	3.7

1/ Spanish American population included in White

2/ Some totals may not add to 100% due to rounding.

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POPULATION PROJECTIONS FOR NORTH VALLEY COMMUNITIES

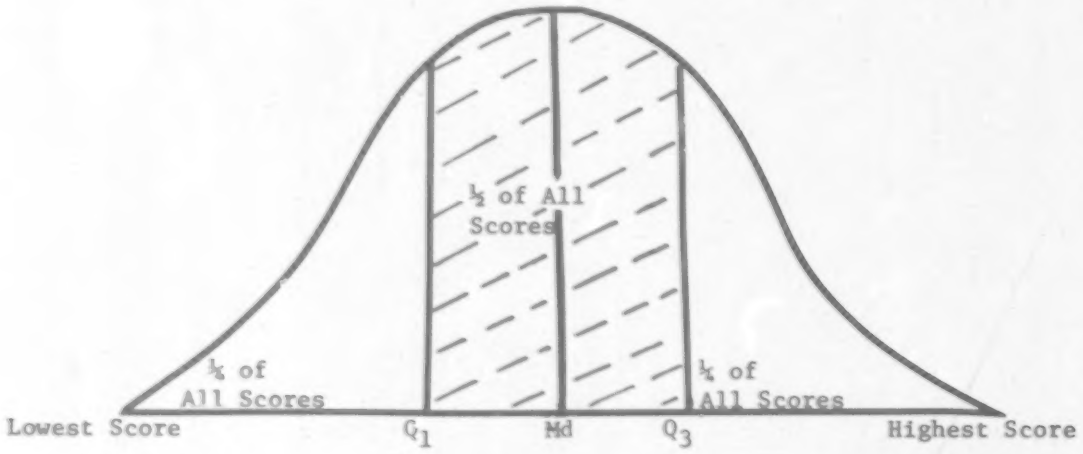
Average Annual Growth Rate	Chatsworth	Northridge	Granada Hills	Sepulveda	Sylmar Lakeview Terrace	San Fernando Mission Hills
1970-1980 (%)	3.24	1.44	1.00	1.42	.87	.49
1970-1990 (%)	3.21	1.42	1.15	1.28	1.42	.87
Population (absolute numbers)						
1970	17,378	56,523	42,289	38,962	48,758	46,909
1975	20,002	59,349	44,023	42,702	49,977	46,065
1980	23,902	65,403	46,884	44,923	53,325	49,197
1985	28,396	68,673	50,916	47,439	58,658	53,477
1990	32,883	74,785	53,055	50,237	64,641	55,884

Average Annual Growth Rate	Pacoima-Arleta	Panorama City	Sun Valley	Sunland	Tujunga	Burbank	Total North Valley
1970-1980 (%)	.21	1.06	.18	1.05	1.09	.72	.88
1970-1990 (%)	.27	1.06	.14	1.34	1.32	.78	1.05
Population (absolute numbers)							
1970	58,991	27,814	35,400	17,362	20,912	89,319	501,617
1975	58,578	29,483	35,754	18,109	21,539	92,581	518,162
1980	60,277	30,986	36,004	19,304	23,263	96,012	549,480
1985	61,965	32,939	36,256	21,099	25,612	100,212	585,642
1990	62,274	34,388	36,438	22,745	27,201	104,530	619,061

INTELLIGENCE & ACHIEVEMENT INFORMATION FROM
LOS ANGELES UNIFIED HIGH SCHOOLS IN THE NORTH VALLEY
1971 - 72 - 12th GRADE

SCHOOL	No. of Responses	Level	Intelligence — IQ	Intelligence — IQ Percentile	Achievement — National Norm Percentiles — Readg.	Lang.	Spell.	Arith.
Chatsworth	1122	Q_3	115	82	70	76	83	81
Transiency: 33%		Md	104	60	47	52	64	60
Minority: 4%		Q_1	95	37	29	32	38	40
Francis Polytechnic	1024	Q_3	109	71	53	60	73	65
Transiency: 48%		Md	98	45	32	38	44	48
Minority: 25%		Q_1	88	22	18	22	23	26
Granada Hills	1414	Q_3	114	81	68	74	83	80
Transiency: 26%		Md	104	58	47	52	68	59
Minority: 4%		Q_1	95	37	30	34	40	39
Kennedy								
Transiency: -	No 12th Grade Pupils							
Minority: 18%								
Monroe	1308	Q_3	113	78	64	71	81	78
Transiency: 40%		Md	100	51	44	47	56	55
Minority 6%		Q_1	91	28	25	30	31	31
San Fernando	681	Q_3	95	38	35	50	39	43
Transiency: 64%		Md	85	17	20	29	22	20
Minority: 82%		Q_1	76	7	8	16	12	8
Sylmar	770	Q_3	105	63	52	60	66	60
Transiency: 55%		Md	95	37	31	38	37	40
Minority: 31%		Q_1	83	15	16	22	20	16
Verdugo Hills	661	Q_3	110	72	59	67	74	74
Transiency: 36%		Md	99	49	38	42	50	52
Minority 8%		Q_1	90	27	23	25	27	25

INTELLIGENCE & ACHIEVEMENT INFORMATION FROM
LOS ANGELES UNIFIED DISTRICT - 12th GRADE STUDENTS



LOS ANGELES UNIFIED DISTRICT CITY-WIDE TESTING PROGRAM TOTALS,
FALL 1969, 1970, 1971
GRADE 12

				National Norm Percentiles				
Year	Number	Level	I.Q.	I.Q.	Lang.	Spell.	Arith.	Readg.
1969	30349	Q_3	112	77	67	74	76	71
	(90%)	Md.	99	47	41	50	46	49
		Q_1	87	20	22	29	22	22
1970	34516	Q_3	112	75	65	74	76	71
	(88%)	Md	98	45	39	49	45	49
		Q_1	86	18	20	29	21	21
1971	37005	Q_3	108	70	59	70	74	66
	(90%)	Md	96	41	36	45	42	45
		Q_1	84	16	18	26	20	19

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APPENDIX V

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NORTH VALLEY TASK FORCE / 400 South San Fernando Mission Boulevard/San Fernando, California 91340/(213) 365-3283

HIGH SCHOOL STUDENT SURVEY

Dear Student:

The Los Angeles Community College District would like to know how you feel about the establishment of 2-year community college programs in the northern part of the San Fernando Valley. Your answers to the following questions will influence plans for future 2-year community college facilities in the Valley. Since you are a high school student who will soon be eligible to attend a community college, we are particularly interested in your opinions, and your responses will furnish important information for this study. For this reason, we ask that you give this questionnaire your most careful attention.

If you wish to make additional comments, space is provided at the end of the Survey on page 5.

Thank you for your help. You do not need to sign your name.

Herbert Ravetch, Chairman
North Valley Task Force

* * * * * * * * * * * * *

1. Your sex (please check one)

1. Male	1.	51.2%
2. Female	2.	48.8

2. In what type of high school program are you now enrolled? (please check one)

1. General (high school diploma only)	1.	42.5%
2. College Preparatory (qualify for admission to college)	2.	41.0
3. Trade, Shop or Technical (immediate employment in a trade)	3.	8.1
4. Business -- Commercial (immediate employment in a business)	4.	5.7
5. Agriculture (immediate employment in agriculture)	5.	.7
6. Other _____ (write in)	6.	2.0

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3. What are your current plans after high school graduation? Choose one of the sections below (1, 2, 3) and check the appropriate answer.

1. I am planning to continue my education

a. Attend college	1a.	62.6%
b. Attend business college	1b.	3.7
c. Attend a trade or technical school	1c.	10.6
d. Adult School	1d.	2.3
e. Occupational Center	1e.	3.8
f. Skill Center	1f.	1.6

2. I am not planning to continue my education

a. Go to work to help support myself and/or my family	2a.	6.5
b. Enlist in the Armed Forces	2b.	2.9
c. Work at home	2c.	.2
d. Become a homemaker	2d.	1.5
e. Other _____ (write in)		

3. Have not decided — 3. .9

4. What kind of school or college are you planning to attend after high school? Please choose one answer and, if possible, write in particular college or campus.

1. Adult School	1.	6.9%
2. Occupational Center	2.	19.2
3. Skill Center	3.	9.0
4. A specialized private school, (business, beauty, vocational, technical, etc.)	4.	12.3 (write in)
5. A Valley 2-year community college	5a. Pierce 5b. Valley	19.2
6. A 4-year California State college	6.	10.9 (write in)
7. A University of California campus	7.	6.8 (write in)
8. A 4-year private college	8.	4.6 (write in)
9. An out-of-State college or university	9.	4.8 (write in)
10. I am not planning to continue my formal schooling.	10.	6.3 (write in)

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5. If you plan to transfer from a community college to a four-year college, what kind of program would you like to take in a community college? (please check one)

1.	Agriculture	1. 4.6%	9.	Science-Mathematics	9. 4.2
2.	Business-Commerce	2. 10.2	10.	Teaching	10. 3.9
3.	Engineering	3. 6.4	11.	Other _____ (write in)	11. 13.0
4.	Ethnic Studies	4. 5.0			
5.	Home Economics	5. 3.7	12.	I plan to go directly to a 4-year college	12. 17.3
6.	Liberal Arts	6. 4.0			
7.	Pre-Law	7. 4.0	13.	I do not now plan to attend college	13. 14.7
8.	Pre-Medical or Dental	8. 9.0			

6. If you plan to study in an associate degree vocational field, which two of those listed below would you choose? Check your first and second choices, using "1" and "2."

1.	Accounting-Bookkeeping	1. 7.3%	23.	Inhalation Therapy	23. .8
2.	Advertising	2. 1.8	24.	Journalism	24. 1.8
3.	Aircraft Hostess	3. 3.7	25.	Laboratory Technician	25. 1.4
4.	Aircraft Mechanics	4. 2.9	26.	Marketing	26. .8
5.	Architecture	5. 2.9	27.	News Photography	27. 2.1
6.	Auto Mechanics	6. 3.9	28.	Physician's Assistant	28. 2.4
7.	Banking and Finance	7. 2.5	29.	Plumbing	29. .8
8.	Business Management	8. 4.5	30.	Police Science	30. 4.2
9.	Commercial Art	9. 3.5	31.	Public Administration	31. .6
10.	Commercial Music	10. 1.6	32.	Registered Nursing	32. 1.9
11.	Computer Science	11. 2.5	33.	Retailing	33. .5
12.	Construction	12. 2.1	34.	Salesmanship	34. 1.4
13.	Dental Technician	13. 3.4	35.	Secretarial Science	35. 3.6
14.	Dietician	14. .8	36.	Supervision	36. .3
15.	Drafting	15. 1.6	37.	Teacher's Aide	37. 2.4
16.	Electrician	16. 1.1	38.	Vocational Nursing	38. 1.4
17.	Electronics	17. 2.2	39.	Welding	39. 1.9
18.	Emergency Department Aide	18. 1.6	40.	X-Ray Technician	40. 1.6
19.	Food Preparation	19. .6	41.	Other Vocational Program _____ (write in)	41. 14.7
20.	Food Store Management	20. 1.0			
21.	Heating and Refrigeration	21. .6			
22.	Home Economics	22. 3.2	42.	Other Vocational Program _____ (write in)	42.

7. In addition to standard classroom instruction, would you like the opportunity to use new learning techniques, such as computer, telephone, and television instruction?

1.	I would enjoy using new learning techniques.	1. 81.6%
2.	I would feel more comfortable with standard classroom instruction.	2. 18.4

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8. Would you be interested in attending college classes held in off-campus neighborhood locations? Please check as many answers as apply.

1.	I prefer to attend classes only on a regular college campus in my area.	1. 20.6%	6.	Hospitals	6. ___
2.	Churches and Church Schools	2. ___	7.	Libraries	7. ___
3.	Factories	3. 79.4	8.	Parks	8. ___
4.	Government Facilities	4. ___	9.	Stores	9. ___
5.	Homes	5. ___	10.	Mobile Classrooms	10. ___

9. When would you like to attend college classes? Please check as many answers as apply.

1.	Monday through Friday, days	1. 68.1%
2.	Monday through Thursday, evenings	2. 25.7
3.	Weekends, days (Saturday, Sunday)	3. 2.0
4.	Weekends, evenings (Friday, Saturday, Sunday)	4. 1.4
5.	Late nighttime (between 10:00 p.m. and 6:00 a.m.)	5. 2.9

10. If you wanted to attend a 2-year community college that was not within walking distance, would you be able to furnish your own transportation? Please check the one answer that describes the transportation you would use most frequently.

1.	Private car	1. 72.3%	6. I could not provide my own transportation 6. 5.8
2.	Car pool	2. 9.9	
3.	Motorcycle	3. 4.9	
4.	Bicycle	4. 4.7	
5.	Other _____ (write in)	5. 2.4	

11. Once you have entered college, would you like the opportunity to attend basic courses designed to help you succeed in regular college work at the same time you are taking college-level work?

1.	Study skills	1. 32.5%
2.	English	2. 17.2
3.	Mathematics	3. 21.2
4.	Reading	4. 11.2
5.	Speech	5. 11.0
6.	Other _____ (write in)	6. 6.8

12. The cost of my attending college will be covered in the following way. (please check one)

1.	My family will cover all costs	1. 18.8%
2.	My family will cover part of the cost, and I will cover the rest by working or through financial assistance (loans, government grants, scholarships, etc.).	2. 52.6
3.	My family can cover very little of the cost. I will have to earn the money or receive financial assistance for almost all of my college expenses.	3. 16.0
4.	I do not plan to attend college because of my family's financial needs.	4. 1.5
5.	I am not now planning to attend college.	5. 11.1

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13. Do you feel there is a need for a community college in your area?

1. Yes	65.7%
2. No	11.9
3. Undecided	22.4

14. If there were a new 2-year community college in your local area, would you attend? Please check the one answer that comes closest to describing your current plans.

1. A new local community college would be my first choice.	1.	19.9%
2. I would go to a community college if I could not enroll in the college of my first choice.	2.	11.6
3. I would go if I could not get a full-time job after I graduate from high school.	3.	4.9
4. If I could not afford a 4-year college, I would go to a community college and then transfer to a 4-year college.	4.	10.7
5. I would work and go part-time to a community college in the evening program	5.	10.8
6. I would work and go part-time to a community college in the day program.	6.	8.8
7. I am planning to go directly to a 4-year college.	7.	14.4
8. I plan to attend a regional occupational center	8.	2.3
9. I prefer not to go to a new community college in this area but to attend one of the established community colleges in the Valley.	9a. Pierce 9b. Valley	7.9
10. I do not plan to take any more schooling after high school graduation.	10.	8.7

15. How do you think your parents feel about your going to college? Please check one answer.

1. Require that I go	1.	10.6%
2. Want me to go but leave the choice up to me	2.	57.9
3. Leave it up to me	3.	27.0
4. Would rather I not go	4.	3.1
5. Other _____ (write in)	5.	1.4

16. Additional comments. Please add any comments you may have about community college education in the North Valley. (You may continue on the back of this page.)

N = 513

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NORTH VALLEY TASK FORCE / 400 South San Fernando Mission Boulevard/San Fernando, California 91340/(213) 365-3283

PARENT SURVEY

Dear Parent,

The Los Angeles Community College District would like to know how you feel about the establishment of 2-year community college programs in the northern part of the San Fernando Valley. Your answers to the following questions will influence plans for future 2-year community college facilities in the Valley. Because you are the parent of an elementary or high school student, we are particularly interested in your opinion, and your response will furnish important information for this study. For this reason, we ask that you give this questionnaire your most careful attention.

If you wish to make additional comments, space is provided at the end of the Survey on page 5.

Thank you for your help. You do not need to sign your name.

Herbert Ravetch

Herbert Ravetch, Chairman
North Valley Task Force

* * * * * * * * * * *

1. Responding parent

1. Mother	1. 36.6%
2. Father	2. 63.4

2. Your age?

1. Under 35	1. 8.3%
2. 35 to 45	2. 50.8
3. 46 to 60	3. 38.8
4. Over 60	4. 2.1

3. How much formal education have you completed?

1. Elementary	1. 6.6%
2. High School	2. 30.9
3. Adult School	3. 15.8
4. Occupational Center	4. 8.2
5. Skill Center	5. 3.0
6. Some college education	6. 17.4
7. B. A. degree	7. 9.4
8. Graduate degree	8. 8.9

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4. Please write your job title below.

_____
(write in)

5. Have you enrolled in a regular class in the last five years?

1. Yes	1. 39.5%
2. No	2. 60.5

6. If your answer to question 5 was yes, where have you been enrolled during the last five years?

1. High School	1. 28.4%
2. Adult School	2. 21.4
3. Occupational Center	3. 20.5
4. Skill Center	4. 1.5
5. Community College	5. 10.7
6. Four-year college	6. 10.4
7. Other _____ (write in)	7. 7.0

7. If a community college were built in your area, would you be interested in taking one or more college level courses?

1. Yes	1. 46.0%
2. No	2. 22.8
3. Undecided	3. 31.3

8. If you decided to enroll in a community college in your area, what kind of programs would you prefer? Please check as many items as apply.

1. Transfer (specific credit toward 4-year college programs)	1. 12.0%
2. Vocational (learn a job skill in more than one but not more than two years)	2. 23.5
3. General Education (general interest courses that earn college credit)	3. 23.0
4. Basic courses (background courses to help a student succeed in college-level work)	4. 9.1
5. Counseling and guidance (career advice and assistance for successfully completing college programs)	5. 9.1
6. Community Services (cultural and recreational)	6. 23.4

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9. If you could study in any of the vocational fields listed below, check your first and second choices, using "1" and "2."

1.	Accounting-Bookkeeping	1. 10.8%	23.	Inhalation Therapy	23. 2.0%
2.	Advertising	2. 2.4	24.	Journalism	24. 2.4
3.	Aircraft Hostess	3. .3	25.	Laboratory Technician	25. .8
4.	Aircraft Mechanics	4. .3	26.	Marketing	26. 3.5
5.	Architecture	5. .5	27.	News Photography	27. .5
6.	Auto Mechanics	6. 1.5	28.	Physician's Assistant	28. 2.6
7.	Banking and Finance	7. 4.1	29.	Plumbing	29. .5
8.	Business Management	8. 11.0	30.	Police Science	30. 1.4
9.	Commercial Art	9. 3.8	31.	Public Administration	31. 1.5
10.	Commercial Music	10. 1.5	32.	Registered Nurse	32. 3.2
11.	Computer Science	11. 3.2	33.	Retailing	33. .9
12.	Construction	12. .8	34.	Salesmanship	34. 1.8
13.	Dental Technician	13. 2.0	35.	Secretarial Science	35. 2.6
14.	Dietician	14. 2.3	36.	Supervision	36. 1.7
15.	Drafting	15. .5	37.	Teacher's Aide	37. 4.1
16.	Electrician	16. 1.5	38.	Vocational Nursing	38. 2.0
17.	Electronics	17. 2.7	39.	Welding	39. 1.2
18.	Emergency Department Aide	18. .8	40.	X-Ray Technician	40. 1.2
19.	Food Preparation	19. 3.3	41.	Other Vocational Program	41. 5.6
20.	Food Store Management	20. .6			
21.	Heating and Refrigeration	21. 1.5	42.	Other Vocational Program	42. ___
22.	Home Economics	22. 4.9			

10. At what institution would you prefer to take the programs that you have checked in question No. 9?

1.	Occupational Center	1. 10.5%
2.	Adult School	2. 15.4
3.	Skill Center	3. 4.1
4.	Community College	4. 62.4
5.	Other _____ (write in)	5. 7.5

11. In addition to standard classroom instruction, would you like the opportunity to use new learning techniques, such as computer, telephone, and television instruction?

1.	I would enjoy using new learning techniques.	1. 77.2%
2.	I would feel more comfortable with standard classroom instruction.	2. 22.8

12. Would you be interested in attending college classes held in off-campus neighborhood locations? (please check as many answers as apply.)

1.	I prefer to attend classes on a regular college campus in my area.	1. 34.1%	6.	Hospitals	6. ___
2.	Churches and Church Schools	2. ___	7.	Parks	7. ___
3.	Factories	3. ___	8.	Stores	8. ___ } 65.9
4.	Government Facilities	4. ___	9.	Mobile Classrooms	9. ___
5.	Homes	5. ___	10.	Libraries	10. ___

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13. When would you like to attend college classes? (please check as many answers as apply.)

1. Monday through Friday, days	31.7%
2. Monday through Thursday, evenings	54.8
3. Weekends, days (Saturday, Sunday)	5.3
4. Weekends, evenings (Friday, Saturday, Sunday)	4.6
5. Late nighttime (between 10:00 p.m. and 6:00 a.m.)	3.5

14. If you wanted to attend a community college that was <u>not</u> within walking distance, would you be able to furnish your own transportation? Please check the one answer that describes the transportation you would use most frequently.

1. Private car	1. 85.2%	6. I could not provide my own transportation	6. 3.2
2. Car pool	2. 6.2		
3. Motorcycle	3. 1.6		
4. Bicycle	4. 2.5		
5. Other	5. 1.4		

15. Would your spouse be interested in taking one or more community college courses?

1. Yes	1. 41.5%
2. No	2. 24.6
3. Undecided	3. 33.8

16. In what post secondary schooling is it likely that your son or daughter will enroll?

1. First two years of college leading to a four-year degree.	1. 52.4%
2. Career-vocational program	2. 13.2
3. Four-year college or university	3. 29.9
4. Does not plan to attend	4. 4.5

17. Would your son or daughter attend college regardless of whether or not a community college is established in your area?

1. Will attend college even if no new community college is established	1. 85.9%
2. Will only be able to attend college if a local community college is established	2. 5.4
3. Does not plan to attend any college	3. 8.7

18. Do you feel that a community college should be established in your area?

1. Yes	1. 69.7%
2. No	2. 14.6
3. Undecided	3. 15.7

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19. Why? If your answered "yes" or "no" to question number 18 please respond to the appropriate section below.

1. For those who answered "yes" to question number 18,

a. The North Valley has very few community college programs.	a. 34.6%
b. Present community colleges are too far away from North Valley residents. It is difficult or impossible to get transportation.	b. 41.2
c. Other _____ (write in)	c. 5.6

2. For those who answered "no" to question number 18,

a. While it is sometimes difficult to reach present community colleges, it would be too expensive to reproduce community college programs in the North Valley	a. 5.3
b. While present community colleges are far away, those who are really serious about attending can find a way to do so.	b. 5.3
c. Present community college programs in the North Valley are inadequate, but it would be better to provide transportation to the colleges that are already established than to provide a new college.	c. 7.1
d. Other _____ (write in)	d. .8

20. Additional comments. Please add any comments you may have about community college education in the North Valley.

N = 636

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NORTH VALLEY TASK FORCE / 400 South San Fernando Mission Boulevard/San Fernando, California 91340/(213) 365-3283

RESIDENT SURVEY

Dear Resident,

The Los Angeles Community College District would like to know how you feel about the establishment of community college programs in the northern part of the San Fernando Valley. Your answers to the following questions will affect plans for future community college facilities in the North Valley. Because you are a resident of the North Valley, we are particularly interested in your opinions, and your responses will furnish important information for this study. For this reason, we ask that you give this questionnaire your most careful attention.

If you wish to make additional comments, space is provided at the end of the Survey on page 5.

Thank you for your help. You do not need to sign your name.

Herbert Ravetch

Herbert Ravetch, Chairman
North Valley Task Force

* * * * * * * * * * *

1. Sex of resident

1. Female	1. 32.2%
2. Male	2. 67.8

2. Your age?

1. Under 35	1. 44.9%
2. 35 to 45	2. 26.1
3. 46 to 60	3. 23.4
4. Over 60	4. 5.7

3. How much formal education have you completed? (please check one)

1. Elementary	1. 7.9%
2. High School	2. 40.2
3. Some college education	3. 32.0
4. B. A. degree	4. 12.9
5. Graduate degree	5. 6.9

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4. Please write your job title below.

_____
(write in)

5. Have you enrolled in a regular class in the last five years?

1. Yes	1. 51.5%
2. No	2. 48.5

6. If a 2-year community college were built in your area, would you be interested in taking one or more college courses?

1. Yes	1. 64.1%
2. No	2. 19.1
3. Undecided	3. 16.7

7. If you decided to enroll in a 2-year community college in your area, what kind of programs would you prefer? Please check as many items as apply.

1. Transfer (specific credit toward 4-year college programs)	1. 16.9%
2. Vocational (learn a job skill in 2 years or less)	2. 24.5
3. General Education (general interest courses that earn college credit)	3. 17.9
4. Basic courses (background courses to help a student succeed in college-level work)	4. 8.7
5. Counseling and Guidance (career advice and assistance for successfully completing college programs)	5. 8.7
6. Community Service (cultural, recreational, general interest courses and programs that do not earn college credit)	6. 23.3

8. If you are interested in community service activities, what programs would you suggest? Please check as many items as apply.

1. Cultural programs (music, dance, theatre, film series, etc.)	1. 33.3%
2. Recreational programs (sports facilities, leagues, dance, etc.)	2. 24.5
3. Lectures on various topics	3. 23.1
4. Non-credit classes on various subjects	4. 16.0

If your preference is for non-credit classes, would you list the non-credit courses in which you are interested.

_____

_____

5. We have no need for additional community service programs in this area.	5. 3.1

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9. If you could study in any of the vocational fields listed below, check your first and second choices, using "1" and "2".

1.	Accounting-Bookkeeping	1. 9.1%	23.	Inhalation Therapy	23. 1.4%
2.	Advertising	2. 2.0	24.	Journalism	24. 2.0
3.	Aircraft Hostess	3. .5	25.	Laboratory Technician	25. 1.4
4.	Aircraft Mechanics	4. 3.6	26.	Marketing	26. 1.7
5.	Architecture	5. 1.4	27.	News Photography	27. 1.5
6.	Auto Mechanics	6. 5.6	28.	Physician's Assistant	28. 1.6
7.	Banking and Finance	7. 2.4	29.	Plumbing	29. 1.1
8.	Business Management	8. 7.0	30.	Police Science	30. 2.1
9.	Commercial Art	9. 3.4	31.	Public Administration	31. 2.4
10.	Commercial Music	10. 1.8	32.	Registered Nursing	32. 2.7
11.	Computer Science	11. 2.4	33.	Retailing	33. .6
12.	Construction	12. 1.1	34.	Salesmanship	34. 1.5
13.	Dental Technician	13. 2.1	35.	Secretarial Science	35. 5.3
14.	Dietician	14. 1.4	36.	Supervision	36. 1.6
15.	Drafting	15. .9	37.	Teacher's Aide	37. 3.6
16.	Electrician	16. 1.9	38.	Vocational Nursing	38. 2.5
17.	Electronics	17. 2.3	39.	Welding	39. 1.2
18.	Emergency Department Aide	18. .7	40.	X-Ray Technician	40. 1.0
19.	Food Preparation	19. 1.4	41.	Other Vocational Program	41. 8.9
20.	Food Store Management	20. 1.0			
21.	Heating and Refrigeration	21. .9	42.	Other Vocational Program	42. ___
22.	Home Economics	22. 3.2			

10. In addition to standard classroom instruction, would you like the opportunity to use new learning techniques, such as computer, telephone, and television instruction?

1.	I would enjoy using new learning techniques.	1. 77.3%
2.	I would feel more comfortable with standard classroom instruction.	2. 2.7

11. Would you be interested in attending college classes held in off-campus neighborhood locations? (please check as many answers as apply.)

1.	Churches and Church Schools	1.	7.	Parks	7.
2.	Factories	2.	8.	Stores	8. 89.7
3.	Government Facilities	3.	9.	Mobile Classrooms	9.
4.	Homes	4.	10.	I prefer to attend classes only on a regular college campus	10. 10.3
5.	Hospitals	5.			
6.	Libraries	6.			

12. When would you like to attend college classes? (please check as many answers as apply.)

1.	Monday through Friday, days	1. 48.4
2.	Monday through Thursday, evenings	2. 36.7
3.	Weekends, days (Saturday, Sunday)	3. 4.9
4.	Weekends, evenings (Friday, Saturday, Sunday)	4. 5.2
5.	Late nighttime (between 10:00 p.m. and 6:00 a.m.)	5. 4.9

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13. If you wanted to attend a community college that was not within walking distance, would you be able to furnish your own transportation? Please check the one answer that describes the transportation you would use most frequently.

1. Private car	1. 76.7%
2. Car pool	2. 10.2
3. Motorcycle	3. 2.4
4. Bicycle	4. 5.8
5. Other _____ (write in)	5. 4.9

14. Are you the parent of a school aged child?

1. Yes	1. 53.1%
2. No	2. 46.9

15. If so, do you want your child to continue his education after high school?

1. Yes	1. 91.3%
2. No	2. 3.2
3. Undecided	3. 5.5

16. Do you feel that there is a need for a 2-year community college in your area?

1. Yes	1. 80.3%
2. No	2. 9.3
3. Undecided	3. 10.4

17. Why? If you answered "yes" or "no" to question number 16, please respond to the appropriate section below.

1. For those who answered "yes" to question number 16:

a. The North Valley has very few community college programs.	a. 30.0%
b. Present community colleges are too far away from North Valley residents. It is difficult or impossible to get transportation.	b. 51.5
c. Other _____ (write in)	c. 8.9

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2. For those who answered "no" to question number 16:

   a. While it is sometimes difficult to reach present community colleges, it would be too expensive to reproduce community college programs in the North Valley. a. 2.3%

   b. While present community colleges are far away, those who are really serious about attending can find a way to do so. b. 3.0

   c. Present community college programs in the North Valley are inadequate, but it would be better to provide transportation to the colleges that are already established than to provide a new college. c. 2.1

   d. Other _____ d. 2.3
   (write in)

18. Additional comments. Please add any comments you may have about community college education in the North Valley

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N = 325

NORTH VALLEY TASK FORCE / 400 South San Fernando Mission Boulevard/San Fernando, California 91340/(213) 365-3283

EDUCATOR SURVEY

The Los Angeles Community College District would like to know how you feel about the establishment of 2-year community college programs in the northern part of the San Fernando Valley. Your answers to the following questions will influence plans for future 2-year community college facilities in the Valley. Because you are an educator in one of the North Valley area schools or colleges, we are particularly interested in your opinions, and your responses will furnish important information for this study. For this reason, we ask that you give this questionnaire your most careful attention.

If you wish to make additional comments, space is provided at the end of the Survey.

Thank you for your help. You do not need to sign your name.

Herbert Ravetch

Herbert Ravetch, Chairman
North Valley Task Force

* * * * * * * * * * *

1. Educational position

1.	Teacher	1. 76.4%
2.	Counselor	2. 15.4
3.	Administrator	3. 7.1
4.	Chief Administrator	4. 1.1

2. Educational Institution

1.	High School	1. 88.3%
2.	Adult School	2. 3.4
3.	Occupational Center	3. 4.6
4.	Skill Center	4. 2.0
5.	Community College	5. .9
6.	Four-year college	6. .9

3. Sex

1.	Woman	1. 44.0
2.	Man	2. 56.0

4. Do you feel that there is a need for the establishment of a community college in the North Valley area?

1. Yes	1. 79.3%
2. No	2. 7.4
3. Undecided	3. 13.3

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5. As an educator who is familiar with student abilities and goals and with occupational opportunities in Southern California, what community college programs do you feel would be most responsive to the needs of your students now and in the future? Please check as many programs as apply in both sections A and B below.

A. University Transfer Programs (2 year associate degree)

1.	Humanities	1. 13.0%	6.	Engineering	6. 9.0%
2.	Social Science	2. 11.5	7.	Pre-Professional	7. 14.0
3.	Business-Commerce	3. 17.3	8.	Agriculture	8. 7.0
4.	Mathematics	4. 12.1	9.	Others 9. _____	4.2
5.	Science	5. 12.0	10.	Others 10. _____	

B. Career-Vocational Programs (both 2-year degree, and 1 to 2-year certificate programs)

1.	Accounting-Bookkeeping	1. 3.5%	24.	Journalism	24. 1.5%
2.	Advertising	2. 2.0	25.	Laboratory Technician	25. 2.3
3.	Aircraft Hostess	3. 1.6	26.	Marketing	26. 1.9
4.	Aircraft Mechanics	4. 2.5	27.	News Photography	27. 1.9
5.	Architecture	5. 1.7	28.	Physician's Assistant	28. 2.7
6.	Auto Mechanics	6. 3.6	29.	Plumbing	29. 2.6
7.	Banking and Finance	7. 2.3	30.	Police Science	30. 3.2
8.	Business Management	8. 2.8	31.	Public Administration	31. 1.7
9.	Commercial Art	9. 2.4	32.	Registered Nursing	32. 3.3
10.	Commercial Music	10. 1.5	33.	Retailing	33. 2.3
11.	Computer Science	11. 3.1	34.	Salesmanship	34. 2.1
12.	Construction	12. 2.6	35.	Secretarial Science	35. 3.0
13.	Dental Technician	13. 3.3	36.	Supervision	36. .9
14.	Dietician	14. 5.5	37.	Teacher's Aide	37. 2.5
15.	Drafting	15. 2.6	38.	Vocational Nursing	38. 3.3
16.	Electrician	16. 2.8	39.	Welding	39. 2.4
17.	Electronics	17. 2.6	40.	X-Ray Technician	40. 3.0
18.	Emergency Department Aide	18. 1.6	41.	Other Vocational Program	41. .8
19.	Food Preparation	19. 2.3			
20.	Food Store Management	20. 2.1	42.	Other Vocational Program	42. ___
21.	Heating and Refrigeration	21. 2.5			
22.	Home Economics	22. 1.6			
23.	Inhalation Therapy	23. 2.1			

6. Additional comments. Please add any comments you may have about community college education in the North Valley. Please use the back of this page.

N = 147

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NORTH VALLEY TASK FORCE / 400 South San Fernando Mission Boulevard/San Fernando, California 91340/(213) 365-3283

BUSINESS-INDUSTRIAL-PROFESSIONAL SURVEY

The Los Angeles Community College District would like to know how you feel about the establishment of 2-year community college programs in the northern part of the San Fernando Valley. Your answers to the following questions will influence plans for future 2-year community college facilities in the Valley. Because you are involved in the business/industrial/professional life of the Valley, we are particularly interested in your opinions, and your responses will furnish important information for this study. For this reason, we ask that you give this questionnaire your most careful attention.

If you wish to make additional comments, space is provided at the end of the Survey.

Thank you for your help. You do not need to sign your name.

Herbert Ravetch

Herbert Ravetch, Chairman
North Valley Task Force

. . . . . .

1. Business, Industry, or Profession _____

2. Position held _____

3. Sex

1. Female	1. 15.6%
2. Male	2. 84.4

4. Your age?

1. Under 35	1. 14.9
2. 35 to 45	2. 23.0
3. 46 to 60	3. 54.7
4. Over 60	4. 7.4

5. Do you feel that there is a need for the establishment of a community college in the North Valley area?

1. Yes	1. 65.8
2. No	2. 9.4
3. Undecided	3. 24.8

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6. As a person involved in the business/industrial/professional activity of Southern California, what community college programs do you feel would be most responsive to the needs of your business/industry/profession now and in the future. Please check as many programs as apply in both sections A and B below.

A. University Transfer Programs (2-year Associate degree)

1. Humanities	1. 7.1%	6. Engineering	6. 12.7
2. Social Science	2. 6.3	7. Pre-Professional	7. 12.9
3. Business-Commerce	3. 25.9	8. Agriculture	8. 3.1
4. Mathematics	4. 15.4	9. Others 9. _____	3.1
5. Science	5. 13.2	10. Others 10. _____	

B. Career-Vocational Programs (both 2-year degree, and less than 2-year certificate, programs)

1. Accounting-Bookkeeping	1. 7.5%	23. Inhalation Therapy	1.2%
2. Advertising	2. 2.0	24. Journalism	1.3
3. Aircraft Hostess	3. .7	25. Laboratory Technician	1.9
4. Aircraft Mechanic	4. 1.9	26. Marketing	3.6
5. Architecture	5. 1.5	27. News Photography	.8
6. Auto Mechanics	6. 3.7	28. Physician's Assistant	1.2
7. Banking and Finance	7. 4.4	29. Plumbing	2.6
8. Business Management	8. 6.9	30. Police Science	2.5
9. Commercial Art	9. 1.8	31. Public Administration	1.9
10. Commercial Music	10. .8	32. Registered Nursing	1.9
11. Computer Science	11. 3.6	33. Retailing	1.6
12. Construction	12. 2.6	34. Salesmanship	3.9
13. Dental Technician	13. 2.3	35. Secretarial Science	3.2
14. Dietician	14. 1.5	36. Supervision	3.3
15. Drafting	15. 3.3	37. Teacher's Aide	1.2
16. Electrician	16. 3.2	38. Vocational Nursing	1.6
17. Electronics	17. 3.4	39. Welding	2.8
18. Emergency Department Aide	18. 1.0	40. X-Ray Technician	2.0
19. Food Preparation	19. 1.7	41. Other Vocational Program	1.4
20. Food Store Management	20. 1.6		
21. Heating and Refrigeration	21. 2.8	42. Other Vocational Program _____	
22. Home Economics	22. 1.8		

7. Additional comments. Please add any comments you may have about community college education in the North Valley. (You may continue on the back of this page.)

N= 1379

NORTH VALLEY TASK FORCE/ 400 South San Fernando Mission Boulevard/San Fernando, California 91340/(213) 365-3283

COLLEGE STUDENT SURVEY

Dear Student:

The Los Angeles Community College District would like to know how you feel about the establishment of 2-year community college programs in the northern part of the San Fernando Valley. Your answers to the following questions will influence plans for future 2-year community college facilities in the Valley. Because you are a student who lives in the North Valley but who attends a college not located in that area, we are particularly interested in your opinions, and your responses will furnish important information for this study. For this reason, we ask that you give this questionnaire your most careful attention.

If you wish to make additional comments, space is provided at the end of the Survey.

Thank you for your help. You do not need to sign your name.

Herbert Ravetch, Chairman
North Valley Task Force

* * * * * * * * * * *

1. Your sex (please check one)

1. Male	1. 52.3%
2. Female	2. 47.7

2. In what college are you now enrolled?

1. Los Angeles Pierce College	1. 42.0%
2. Los Angeles Valley College	2. 57.4
3. Other _____ (write in)	3. .6

3. What is your current area of college studies?

1. General	1. 38.7%
_____ (name major)	
2. Transfer Major	2. 37.6
_____ (name major)	
3. Two-year vocational programs	3. 13.9
_____ (name program)	
4. Other _____ (write in)	4. 9.7

4. If you could enroll in a new North Valley community college located in your area and take your current educational program, would you do so?

1.	I would prefer staying at my present college.	1. 16.7%
2.	I would consider transferring to the new college.	2. 40.2
3.	I would definitely transfer to the new college.	3. 37.5
4.	I would take some courses in my present college and some in the new college.	4. 5.6

5. Do you feel that there is a need for the establishment of a community college in the North Valley area?

1.	Yes	1. 70.2%
2.	No	2. 14.7
3.	Undecided	3. 15.1

6. Would you be interested in attending college classes held in off-campus neighborhood locations? (please check as many answers as apply.)

1.	Churches and Church Schools	1. ___	7.	Parks	7. ___
2.	Factories	2. ___	8.	Stores	8. 85.2%
3.	Government Facilities	3. ___	9.	Mobile Classrooms	9. ___
4.	Homes	4. ___	10.	I prefer to attend classes only on a regular college campus	10. 14.8
5.	Hospitals	5. ___			
6.	Libraries	6. ___			

7. Additional comments. Please add any comments you may have about community college education in the North Valley.

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A P P E N D I X VI

GENERAL ADVISORY COMMITTEE

Captain Jesse Brewer, Chief of Police
Van Nuys City Hall

Dr. Edgar Egly
Assistant Superintendent - Business
Burbank Unified School District

Mr. Victor Ferra, Director
Northeast Valley Community Service Center

Dr. Harry Finestone
Dean, Academic Planning
California State University, Northridge

Mr. Luis Flores, President
Latin American Civic Association

Mrs. Opal Gilliam
Northeast Valley Health Corporation

Rabbi Pincus Goodblatt
Verdugo Hills Jewish Center

Reverend Elvin Hansen
San Fernando-Sylmar Ministerial Association

Mr. Robert James, City Manager
City of San Fernando

Mr. Howard Shirley, President
West Valley Chambers of Commerce

Mrs. Barbara Klein, President
San Fernando Valley Area Association of
Community Coordinating Councils

Mr. Edward Kussman, President
National Association for the Advancement
of Colored People

Mr. Herbert Lightfoot, President
San Fernando Real Estate Association

Mr. Kevin Lynch, President
San Fernando Valley Bar Association

Mrs. Doris Meyer
Office of the Mayor
Administrative Coordinator
San Fernando Valley

Mr. Ted Minor
San Fernando Valley Health
Consortium

Mr. Edward V. Moreno, Principal
San Fernando High School

Mr. Edward Oliver
Community Representative

Mrs. Guadalupe S. Ramirez, President
League of United Latin American
Citizens

Mr. Jerry Rhee
Panorama City Memorial Hospital

Mrs. Mary Sandberg, President
League of Women Voters

Mr. LaVerne Sawyer, President
Northeast Valley Association of
Chambers of Commerce

Mr. Robert Selleck, President
Industrial Association of San
Fernando Valley

Mr. John Simmons, Executive Director
Pacoima Memorial Lutheran Hospital

Mr. William Steward
Human Resources Development

Father Frank Wagner
St. Ferdinand's Catholic Church

Mr. John B. Whitney, Treasurer
City of Burbank

ADVISORY COMMITTEE MINUTES

December 4, 1973

19 members present
10 members absent

The meeting was called to order at 2:15 p.m. by the Chairman, Dr. Herbert Ravetch. Dr. Ravetch welcomed the Committee, introduced its members and expressed the District's appreciation to the Committee for participating in the Feasibility Study. Dr. Ravetch discussed the purposes and responsibilities of the Committee:

Purposes:

1. To provide broad, area-wide representation of the North San Fernando Valley.

2. To permit focused, in-depth discussion of the issues generated by the Study.

3. To provide the opportunity for the interaction and resolution of diverse opinion in an effort to arrive at the most effective recommendations.

Responsibilities:

1. To help interpret the data and information generated by the Study.

2. To consider objectively the educational needs of all North Valley communities.

3. To provide the chairman with information that will help him to arrive at the most effective recommendations for meeting North Valley educational needs.

Dr. Ravetch went on to say that he needed the Committee's "best thinking and most informed wisdom" in order that final recommendations would reflect the total North Valley, which the Committee represents.

The first question that was raised by a committee member evoked broad and extended discussion:

"What assurance do we have that a decision has not already been made in favor of the Northridge site?"

There appeared to be a strong feeling on the part of some Committee members that assurances were necessary that the Committee's recommendations would actually be given serious consideration, that no "prior committments" existed, and that the present and future efforts of the Committee would not be a "sham."

Other Committee members disagreed. They felt that the convening of the Committee was a demonstration of "good faith," that verbal assurances had already been given and additional assurances were unnecessary, and that the Committee should get on with its work.

Dr. Ravetch said that he could appreciate that past experience on the part of some Committee members may have produced distrust but that if members were suspicious, new statements would be unlikely to satisfy them. He pointed out that the Study was an open one, that all information and recommendations would be presented to the Committee before going to the Board of Trustees, that while all Committee members might not agree with all final recommendations, there would be no hidden recommendations.

Some members of the Committee continued to ask for a letter from the Chancellor containing assurances that the Study was a genuine effort without any prior commitments. Dr. Ravetch said that he understood the request, that he did not agree with the request, but that he would forward the request.

Mr. David Wolf, Assistant to the Chairman, then presented a summary of demographic and enrollment data already generated by Task Force efforts. There was discussion of the "profile" of the North Valley and its implications. Suggestions were made for the accumulation of additional data.

There was discussion of the two other committees of the Task Force, whose recommendations would be forwarded to the Advisory Committee. The two other committees are Site and Curriculum.

The remainder of the meeting consisted of further review of the Task Force goals and methods of operation. Each member of the Committee was asked to consider the subject of curriculum.

1. What educational programs are most appropriate to the various communities of the North Valley?

2. What balance of transfer, vocational, general education, and community service programs should be considered?

3. To what degree are such programs already being provided by Pierce and Valley Colleges?

4. What priorities ought to be considered in the development of such programs?

In addition, the Committee was asked to help in the identification of potential sites, both developed and undeveloped, that would be suitable for a variety of college operations, both large and small.

The ultimate question to be considered by the Committee is whether or not a new community college is necessary to meet North Valley educational

needs. Such a decision will be made after a full evaluation of all findings of the Task Force has been completed.

The next meeting will be held on Friday, January 4, 1974, at 1:30 p.m. in the Task Force office.

The meeting was adjourned at 5:00 p.m.

* * * *

Minutes of Meeting
January 4, 1974

19 members present
10 members absent

The meeting was called to order at 1:45 p.m. and all members were introduced.

Reverend Simmonds announced that Nat Feder, a community leader well known for many years of service in the San Fernando Valley, was near death. Reverend Simmonds said that many of the Committee members knew Nat Feder, and it was his (Reverend Simmonds') sad task to inform them of this tragic development.

It was suggested that the date for the next Committee meeting should be established first so that those who might have to leave early would be informed. After some discussion, the next meeting was set for

Thursday, February 7, 1974
at 1:30 p.m.

Dr. Ravetch referred to a letter from Dr. Koltai, a copy of which was sent to each Committee member in response to the request made at the December 4 meeting (see letter following).

Next, some of the demographic data for the North San Fernando Valley was presented in slide form to the Committee. It evoked extensive discussion during which some of the following points were made.

Demographic data accumulated by the Task Force was established by a comparison of data from the Los Angeles City Planning Commission, the Southern California Association of Governments, and the United Way.

Is this data accurate? It should be compared with data from the Department of Human Resources Development. Such a comparison will be made.

A question was raised as to whether standard statistics are valid for considering the educational needs of minority communities. It was pointed out that these statistics were only one part of many factors that were being considered. No conclusions will be drawn from demographic statistics alone.

It was suggested that enrollment data available from the Housing Division of the Los Angeles Unified District would show that the schools in the western part of the Valley are losing students, while those in the eastern part of the Valley are gaining.

It was observed that a large portion of the Spanish speaking population of the North Valley (approximately 10,000) are Cuban, Puerto Rican, and Latin American, rather than Mexican-American. This fact needs consideration in the planning of educational programs.

Next, the Committee was asked to consider educational programs for a new college in the North Valley and responded with some of the following ideas.

> It was suggested that we should no longer be thinking in traditional terminology, such as transfer and vocational education; that we should examine new programs that are emerging in many areas; that we must be "innovative, different, bold."
>
> The "classroom" should not be limited by school buildings. Training for a broad range of employable skills is taking place in many areas, such as industry, hospitals, business, and government. These areas need to be explored.
>
> We are generalists. We need input from specialists in the area of curriculum. We should be given the recommendations of curriculum specialists.

The question was raised as to whether or not the Committee should be augmented by specially qualified individuals recommended by Committee members.

Dr. Ravetch responded by saying that the Committee had been selected to provide broad representation of all segments of the North Valley residents. He went on to say that he welcomed the input from all individuals who wished to be heard, but that it was not possible to add members to the established Advisory Committee as they were suggested from a variety of sources. The Task Force does, however, provide the opportunity for all interested residents to offer information for the Committee's consideration. Such input is invited and welcomed.

Three individuals were named as significant resource people in the area of curriculum:

Dr. Rudi Acuna
Dr. Elezu Obinna
Dr. Agusto Britton

Dr. Ravetch said that he would contact these resource people.

Finally, it was suggested that the Committee should meet more frequently in order to become more familiar with each other and aware of the problems that need to be resolved in the course of the Feasibility Study.

The meeting was adjourned at 4:15 p.m.

OFFICE OF THE CHANCELLOR
2140 WEST OLYMPIC BOULEVARD, SUITE 310/ LOS ANGELES, CALIFORNIA 90006

LESLIE KOLTAI
CHANCELLOR

December 21, 1973

Dr. Herbert Ravetch
North Valley Task Force
400 S. San Fernando Mission Blvd.
San Fernando, CA 91340

Dear Dr. Ravetch:

Thank you for your report on the first meeting of the North Valley Task Force Advisory Committee. I am pleased by the committee's breadth of representation, and I feel confident that these involved citizens can be extremely helpful in assisting you to arrive at recommendations to meet North Valley educational needs.

I can certainly appreciate that citizens who have been asked to volunteer their time, energy and knowledge to a project such as the North Valley Advisory Committee would want to make absolutely sure that their task is a meaningful one and that their advice will be heard. I had thought that the actions of the Board of Trustees and the District administration in establishing and funding the Task Force and appointing the advisory committee indicated the commitment of the Board and the District to conducting an objective study. But, so there will be absolutely no misunderstanding, please give the committee my assurances that there are no prior commitments or preconceptions on what course of action should be taken in the North Valley. This includes location, organization and curriculum. At the same time, I would point out that we expect the committee to bring to its task the same objectivity and fairness that they are asking of the District.

And finally, I would reiterate that the assignment of the North Valley Task Force must be understood within the perspective of the District's total needs and opportunities. We have identified the North Valley as an area within our District where we feel that some special study and evaluation are warranted. But the advisory committee and the North Valley Task Force must understand that the Board of Trustees and the District administration are responsible for providing community college educational programs and services to a vast area and a large population. Any implementation of programs for the North San Fernando Valley, including the development of campus or other facilities, organization, operational expenses, etc., must take into account the educational, fiscal, and administrative requirements of the total District. This is not a consideration that should necessarily constrain the advisory

Dr. Herbert Ravetch
December 21, 1973

committee and the Task Force in making their recommendations. But there are some very important economic factors that must in the final analysis determine how quickly and completely the plans for the North Valley can be realized.

I hope that this letter will provide further assurance of the Los Angeles Community College District's good faith. I send you and the committee my very best wishes for successful efforts in the interest of all residents of the North Valley.

Sincerely,

Leslie Koltai

Leslie Koltai

LK: mm

ADVISORY COMMITTEE

February 7, 1974

18 members present
11 members absent

The meeting was called to order at 1:45 p.m.

Dr. Ravetch reviewed the meeting of January 25, 1974, in which a subcommittee (consisting of Opal Gilliam, Dodo Meyer, Ed Moreno, and Jerry Rhee) was established to draft a statement summarizing the conclusions of the Advisory Committee regarding the Feasibility Study. The subcommittee met on January 30 and composed the first draft of a statement to the Board of Trustees. This statement was mailed to all Committee members and was presented at this meeting (February 7) for discussion and refinement.

A suggestion was made to include in the statement the recommendations of the Site Committee.

Some questions were raised:

Have we seen enough data to support a recommendation for a new community college?

Has there not been a general decline in population which challenges the justification for a new college?

These questions generated extensive discussion. Some of the major observations are included below:

The majority of the Committee members felt that data had already been presented that identified the North Valley as an area where a community college would generate substantial new enrollment.

Dr. Horton, president of Valley College, was reported as having said at a recent meeting that he would welcome the establishment of a new college in the North and that Los Angeles Valley College was not able to meet all the educational needs of the northern communities.

It was pointed out that young minority mothers have particular difficulty in participating in distant community college programs. Also it was felt that the special nature of the multi-cultural population of the North Valley requires a local educational response. One Committee member said: "We need a college close by so that we can feel and see and touch the institution."

Another question was raised: "Why can't residents attend existing community colleges?" A number of answers were given that included comments on the lack of transportation, lack of money, and lack of awareness of educational opportunity.

One Committee member pointed out that he had dropped out of school after the fifth grade, and that it was only through the "open door" of Los Angeles City College that he was able to go on to earn B.A. and M.A. degrees.

Many Committee members reiterated that they had seen the results of the Study and that these results demonstrated for them the need for a new community college.

David Wolf presented a review of the statistical findings of the Study, and there was further discussion.

A motion was made and seconded:

"Moved that we adopt the statement of the subcommittee with the addition of the appropriate parts of the Site Committee's recommendation."

After further extended discussion, the motion was passed: 15-0-1 (Statement on page 76).

It was decided to hold a concluding meeting on Friday, February 22, 1974, at 1:30 p.m. in the Task Force office. At this meeting the adopted version of the Committee statement will be available for the signatures of Committee members, and a review of the Chairman's recommendations will be presented.

The meeting was adjourned at 3:45 p.m.

* * * *

ADVISORY COMMITTEE

Minutes
February 22, 1974

13 members present
16 members absent

The meeting was called to order at 1:45 p.m. Dr. Ravetch reported that the Task Force Staff was working on the report to the Board of Trustees and that the Statement from the Advisory Committee, to be a part of that report, was completed in compliance with Committee's request and was ready for signatures.

Mr. Oliver read his minority report. The report, while not taking issue with the substance in the Committee Statement, indicates that some comment should be made by the Committee on the prevalence of inadequate preparation of North Valley students for entry into college. Mr. Oliver's report brought forth lively discussion and resulted in a motion by Mr. Flores that a summary statement speaking to the subject of the minority report be placed in a letter to the Board of Trustees from the Committee. Mr. Oliver seconded the motion.

During the discussion of the motion, two points of view were expressed. Some Committee Members felt that these concerns were really those of the Los Angeles Unified School District and there was little that the LACCD Board could do about the situation. Other members felt that the Committee should sponsor the letter to demonstrate their interest in the entire educational scene in the North Valley. After extensive discussion, Mr. Steward called for the question and the motion carried unanimously. (The letter, as sent, follows.)

Mr. Oliver asked that his abstention to the vote on the Committee Statement at the February 7, 1974 meeting, be changed to a YES vote; this makes the Committee's support for the Statement to the Board of Trustees unanimous.

Dr. Ravetch discussed the recommendations which the Task Force was making to the Board of Trustees; these are:

1. A new campus should be established in the North Valley.

2. It should be located in the San Fernando, Sylmar, Pacoima, Mission Hills area.

3. It should emphasize community based education to respond to the diverse population of the area.

4. It should offer a comprehensive community program.

5. It should open in the Spring of 1975.

6. The period from July 1974 through January 1975 should be used to plan the school.

7. A planning staff should be appointed to proceed with development tasks.

8. To allow for a prompt initiation of services, initial facilities should be leased.

After a brief discussion of the recommendations, those members of the committee present signed the formal Statement, concluding the business part of the meeting.

Mr. Abe Friedman, Assistant Superintendent of Career and Continuing Education for the Los Angeles Unified School District, made a presentation on the adult school and other post secondary educational services offered by the LAUD in the North Valley areas. He was assisted by Mr. Wayne Morrison. The presentation and the discussion which followed covered many topics, but most concern centered on defining what kinds of programs were under the jurisdiction of the LACCD, and which were the responsibility of the LAUD. While this issue is formally being decided by the "Delineation of Function's Committee" (composed of members of both the LAUD and LACCD staff), it is generally the case that:

1. 1 to 2 year vocational training programs, and

2. programs directed toward the AA degree and transfer to a 4 year institution

are the prime elements of community college offerings.

The meeting was adjourned at 4:00 p.m.

Los Angeles Community College District
NORTH VALLEY TASK FORCE
400 South San Fernando Mission Boulevard, Camino Real Federal Building, San Fernando, California 91340
Dr. Herbert Ravetch, Chairman

March 13, 1974

Board of Trustees
Los Angeles Community College District
2140 West Olympic Boulevard
Los Angeles, California 90006

Honorable Members of the Board of Trustees:

In the course of performing its task of advising the North Valley Task Force this Committee reviewed and deliberated over a great deal of information concerning the educational environment of the North Valley communities. We have no desire to see the educational offerings in the province of the Los Angeles Unified School District duplicated and thus we feel the need to express our observations.

The data collected, while fully substantiating the need for a community college, in the North Valley, also reveals a definite requirement to prepare a large percent of the population for entrance to a community college. The Advisory Committee, therefore, requests the Honorable Members of the Board of Trustees to bring the prestige and influence of their office to bear on this important collaboration with appropriate representatives of the Unified School District.

The North Valley Task Force Advisory Committee

HR:rp

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A P P E N D I X VII

CURRICULUM COMMITTEE

MEMBERSHIP ROSTER

Dr. Norman Chapman
Dean of Instruction
West Los Angeles College

Dr. Clifford Davis, Principal
Monroe High School

Dr. Louis Hilleary
Director, Educational Development
Los Angeles Community College District

Dr. George Holland
Executive Director
San Fernando Valley Health Consortium

Mrs. Helen Lodge, Professor
California State University, Northridge

Mrs. Blanche Morton
Head Counselor
Polytechnic High School

Mr. Robert Munsey, Chairman
Industrial Education
Los Angeles Pierce College

Mr. Paul Whalen
Dean of Educational Development
Los Angeles Valley College

Mr. Robert Williams
Assistant Dean, Student Activities
Los Angeles Southwest College

Dr. Raymond F. Zeuschner
Speech Department
Los Angeles City College

Minutes of Meeting of

December 12, 1973

9 members present
2 members absent

The meeting was called to order by the Chairman, Dr. Herbert Ravetch, at 2:15 p.m. Dr. Ravetch welcomed the Committee, introduced its members, and expressed appreciation to the Committee for participating in the Feasibility Study. Dr. Ravetch listed the responsibilities of the Committee:

1. To help interpret the data and information generated by the Study.

2. To consider educational programs that will help meet the needs of all North Valley communities.

3. To determine the extent to which these programs are currently available at Pierce and Valley Colleges.

A question was raised in an effort to further clarify the role of the Committee:

Question: Should the Committee assume that a new college is to be established and consider a curriculum for a new

institution, rather than a curriculum for outreach programs from existing Valley colleges?

Answer: The Committee should consider a program for a new college in order to be prepared for that eventuality. It will be more practical to create a maximum program which can then be reduced as the need arises.

Mr. David Wolf, Assistant to the Chairman, presented a summary of demographic, enrollment, and occupational information already generated by Task Force efforts. This presentation was accompanied by the discussion of various issues which are summarized below.

It is important for us to accept the responsibility of providing recommendations that will be guided by information from North Valley residents but not rigidly controlled by that information. Our best professional judgment will be required.

Achievement levels of high school students represent important information, but we must keep in mind the experience of collegiate success among students with prior low achievement scores. Opportunity at the collegiate level is a powerful motivational force that must not be ignored.

Do the ethnic residents of the North Valley want Ethnic Studies? This question will be partially answered by questionnaire responses. Further information should be sought.

What percent of various communities are attending California State University at Northridge? This is important to determine more accurately lower division attendance. Initial answer to a request for this information at Northridge has been negative. Suggestions were made for further contacts.

Does the Committee have effective representation of the minority communities of the North Valley. All recommendations of the Curriculum Committee will be forwarded to the Advisory Committe which does have broad community representation. A suggestion to add high school college counselors as members was made and accepted by the Committee.

Maximum use of existing business, industrial, health, and school facilities was urged.

Consideration of a college that would bring education to the people in a variety of locations, rather than one traditional campus, was discussed.

Do we need to consider "delivery systems" along with educational programs? Is it presently felt that programs will represent the first step, though "delivery systems" will certainly be a continuing part of Committee deliberations.

Seven areas were offered as sources of information for educational program decisions:

1. demographic data
2. manpower information
3. achievement levels of potential students
4. questionnaire information
5. existing programs
6. community meetings
7. high school career counselors

Committee members were asked to bring to the next meeting recommendations for educational programs with a written explanation for each recommendation.

The next meeting will be held on Wednesday, January 9, 1974, at 2 p.m. in the Task Force Office.

The meeting was adjourned at 4:30 p.m.

* * * *

Minutes of January 9, 1974

3 members absent
10 members present

The meeting was called to order at 2:15 p.m.

David Wolf presented a review of demographic data that related to the population of the North Valley and raised the issues of educational accessibility and suitable programs to serve a diverse population.

Dr. Ravetch offered an overview of the issue of educational programs. In part, he said that the North Valley offers a microcosm of modern society in its diversity of ethnic populations and that designing an educational program to meet the needs of such a heterogeneous region is both exciting and difficult. The Advisory Committee of the Task Force, as well as individuals and groups, are asking for a new approach that will not be limited by traditional practices but will examine innovative methods and new combinations of educational elements. Dr.Ravetch suggested that the Committee should address itself to the task of providing an educational program that will reflect "historical perspective and current realities" as they relate to the varied communities of the North Valley. He offered a "Discussion Paper" on Educational Programs for Committee consideration ("Paper" follows). The paper suggested educational programs in four divisions.

I. Studies in Human Understanding
(social sciences, international studies, etc.)

II. Studies in Human Expression
(art, music, theatre, etc.)

III. Studies in Human Technology
(math, science, technologies, allied health, etc.)

IV. Studies in the Management of Human Affairs
(public service, business, etc.)

It was pointed out that in this arrangement, "traditional divisions of transfer and vocational curricula are subordinated to the concept of educational "ladders" with multiple points of entry and exit." Each of the four divisions will contain a combination of career-vocational and 4-year transfer programs, with "vocational" education, therefore, dispersed throughout the college.

The educational organization of the "Paper" and its inherent philosophy were discussed at great length. A summary of the main areas of commentary follows.

It is important to establish "equal merit" for all educational programs. An organizational system that disperses the traditional "voc ed" program throughout all college divisions should help to establish this program parity.

Tie together career ladders and educational programs; combine academic and career advisement. People don't see themselves just working or just going to school. They see themselves tied into a total system. Bring employment institutions and educational institutions together. The divisional or cluster structure was considered to be effective in meeting program needs. However, a warning was sounded: "Programs follow people. People do not follow programs."

Innovation and experimentation must be encouraged. However, it is essential to secure acceptance of new curricula and courses from 4-year institutions so that students who are attracted to new programs will have the protection of course transferability.

There should be an exploration of the potential interaction with the North Valley Occupational Center and the concurrent enrollment of 11th and 12th grade students in college programs. The latter should be explored through the Vesey Bill, as well as through independent college action. It was the opinion of the Committee that within 5 to 10 years the 12th grade may be eliminated from secondary education.

There were numerous suggestions for additional program exploration:

1. Early Childhood Education (Ryan Bill)

2. Counselor and Teacher Aide Programs

3. Non-Segregational (Departmental) Programs

    a. Career ladder programs that draw from many disciplines and utilizes the community (business, industry, social agencies, etc.) for a significant number of "educational" hours.

b. Multi-directional, integrated programs

(1) 1 year certificate
(2) 2 year A.A. degree
(3) 2 year transfer

4. Counseling

a. Distinguish between

1. Educational Advisement
(single "majors" requirements in 4-year institutions)

2. Career Guidance
(exploration of full range of careers in many "majors") and

3. Personal Counseling
(problem consideration and psychological analysis)

b. Consider that different staff members may be and may not be qualified for each of the three above areas.

c. Instructors should be closely tied to assigned students, but they may not be able to "counsel" beyond academic advisement.

d. Professional counselors may be required for personal counseling.

e. Specially trained staff members are required to provide a broad range of career counseling.

f. Despite the above, the counseling program should not be rigidly structured. It should be able to adjust to available personnel and their particular resources.

g. Build in a comprehensive testing and advising mechanism that gives each student full credit for his knowledge and experience. Don't make the student "find out and ask for credit." Most never do.

h. Establish career guidance courses for entry level students for the purpose of career exploration.

5. Traditional v.s. non-traditional "slots". Consider new ways of "cutting" the pie of instructional time, place, and knowledge accumulation.

Consider:

a. Weekends

b. Half and quarter semesters

c. Delayed start of courses

d. Modular and mini courses

e. Courses divided into fractional units (2 weeks) with student selecting his own experiences (5 out of 10) for partial or total credit (mini units providing experience in Black, Mexican-American, Indian, Oriental, Jewish, Islamic, etc., history, literature, etc.)

f. Periodic "furloughs" to alternate with campus instruction

g. Concurrent mixture of on-campus and off-campus instruction (cooperative education)

h. Credit by examination and credit for previous instruction and/or experience (College Level Examination Program. CLEP, military training, etc.)

6. Articulation

New programs and modes are essential, but students must be protected for transferability to 4-year institutions. It may be necessary to play the "articulation game"--provide for standard external credit while allowing internal innovation and rearrangement.

Community Colleges now have favorable articulation position with State colleges. Forty units of general education can be certified at community college. Sixty units of transferable credit may also be certified. State college must challenge individual courses. This leads to negotiation and reasonable chance for agreement.

7. Additional Program Suggestions

a. Bi-lingual education

b. Spanish language instruction for some introductory courses linked with some form of HILT (High Intensity Language Training) . This program is especially important for Cuban and Latin-American residents, as well as Mexican-American, who have already experienced a high degree of education.

c. Programs for young mothers

d. Cosmetology
Unsuccessful at Trade-Technical College. Requires high level of walk-in traffic.

e. Human Services
Education, counseling, mental health aides

f. The Health Field in the San Fernando Valley has an unusually high degree of turnover, in excess of 100% per year in the lowest income positions. A career ladder offering up-ward mobility for these low entry level positions (nursing aide, dietetic assistant, orderly) is essential.

A change in the treatment of mental patients from large institutions to Day Treatment Centers will create many additional positions with upward mobility).

The following fields for potential programs were listed:

A.A. Degree - Child Mental Health Worker
B.A. Degree - Child Mental Health Specialist
M.S. Degree - in Special Education

Inhalation Therapist
Restorative Nursing
Activity Director
Physical Therapy Assistant
Occupational Therapy Assistant
Recreational Therapy Assistant
Community Health Worker
Licensed Vocational Nursing
equivalency course

A new college should have a department of Health Science and develop many of the programs mentioned. A new Registered Nursing program is not considered necessary at this time.

A minimum educational program for a new college was presented. It was decided to review this program, the four divisions of educational programs presented earlier, and the specific programs presented by various Committee members for the next meeting.

Dr. Ravetch thanked the Committee for an unusually productive meeting and said that additional information would be forwarded as soon as available. The next meeting was set for Thursday, January 31, 1974, at 2 p.m.

The meeting adjourned at 4:45 p.m.

Los Angeles Community College District

NORTH VALLEY TASK FORCE

400 South San Fernando Mission Boulevard, Camino Real Federal Building, San Fernando, California 91340

Dr. Herbert Ravetch, Chairman

(Distributed at meeting, January 9, 1974)

Outline of Educational Programs

F O R D I S C U S S I O N

This is an approach to educational programming that considers education as a process involving the accumulation of information, skills, and understanding as they relate to the individual in a modern, pluralistic society. Traditional divisions of transfer and vocational curricula are subordinated to the concept of educational "ladders" with multiple points of entry, exit, and re-entry. All programs are considered "vocational" in that they lead to meaningful employment. Therefore, the "transfer" and "vocational" elements co-exist in each of the four divisions listed below. Each division offers a full range of the educational ladder around which its disciplines cluster. Within each division an experimental mechanism will encourage the search for new learning combinations and provide the flexibility for response to community educational needs.

I. Studies in Human Understanding

- Social Sciences
- Human Services
- Ethnic Studies
- Foreign Service
- Foreign Languages
- Education
- Public Relations
- Literature

II. Studies in Human Expression

- Art
- Music
- Crafts
- Theater Arts
- Journalism
- Public Speaking
- Creative Writing
- Printing
- Dance

III. Studies in Human Technology

- Mathematics
- Science
- Technologies - Computer Studies
  - Manufacturing Studies
  - Maintenance Studies
- Environmental Studies
- Allied Health

Outline of Educational Programs
For Discussion (Continued)

IV. Studies in the Management of Human Affairs

Public Service
Administration of Justice
Business
Real Estate
Banking and Finance
Small Business Management

Meeting of January 31, 1974

11 members present
1 member absent

The meeting was called to order at 2:15 p.m.

Committee members had been sent a paper which presented a "cluster college" program organization. ("Paper" follows) The paper was discussed extensively and provided the following observations:

If diverse subject areas are joined in the individual colleges, will instructors of these "unusual" combinations be able to work together effectively?

Different models should be reviewed to explore the "mixes" that have been tried in different cluster colleges. Consult with faculty members to determine what kinds of combinations might be workable.

Such a concept would generally be beneficial to the student. As always, the degree of difficulty with faculty would be determined by the various faculty assigned, but there should be ways to resolve these problems. The plan would cost more money. It might be worth the additional budget, but would the District be willing to accept higher costs?

One possible disadvantage -- the student may be locked into a college psychologically and find it more difficult to shift to other areas than he now does.

The inclusion of Developmental Studies has been ignored. It will need to be integrated into the "cluster" plan.

It may be necessary, especially in the early stages, to separate the introductory, common courses (including remedial) and place them in a "Common College" from which student and programs would emerge into the other four colleges.

Let new ideas become "nodules" on the Common or Basic College as ideas and needs emerge, with students and faculty passing freely back and forth. Maintain flexibility.

Keep the "cluster" concept and have student identify with a particular college, even though he is taking some courses in the Common College.

Consider that it will be necessary to develp the maximum flexibility in the new college. Teachers should be hired to teach, but not in one particular time. They may find themselves assigned to mornings, afternoons, evenings, weekends and Outreach Programs in all of the above.

Determine the college philosophy and pattern and implement it from the start. The "beginning" will set the image and the direction. The opportunity at the beginning is unique. Don't lose it.

Bring in the part-time specialist for special programs. Emphasize the care needed in selecting a staff that will support the philosophy of the college and its search for educational solutions that are non-traditional. District instructors will certainly have the right of interview, but only the most effective instructors, instructors who are able to consider new pathways and explore new educational patterns and provide flexibility, should be selected.

Several suggestions were made regarding the location of curricula in the cluster colleges.

Administration of Justice
School of Human Understanding

Agriculture
Business
Public Relations
School of Management of Human Affairs

Literature
School of Human Expression

Home Economics
School of Technology or Management of Human Affairs

Results of questionnaires administered to high school students and residents of the North San Fernando Valley were summarized. The top curricular areas for each group were listed.

	RESIDENTS		HIGH SCHOOL STUDENTS
1.	Business Management	1.	Accounting-Bookkeeping
2.	Accounting-Bookkeeping	2.	Aircraft Mechanics
3.	Home Economics	3.	Auto Mechanics
4.	Commercial Art	4.	Business Management
5.	Secretarial Science	5.	Commercial Art
6.	Teacher Aide	6.	Dental Technician
7.	Registered Nurse	7.	Computer Technology
8.	Auto Mechanics	8.	Architecture
9.	Police Science	9.	Home Economics
10.	Public Administration	10.	News Photography
11.	Licensed Vocational Nurse	11.	Police Science

It was reported that questionnaire returns showed heavy emphasis on vocational education.

In addition, there was a substantial mention of agriculture.

It was pointed out that the Supreme Court decision regarding bilingual education would stimulate a demand for people trained to carry out this mandate.

It was also observed that teachers of institutions with 30% minority population are required to have special training for work with minority students. It would be appropriate for the new college to offer such instruction to teachers of the San Fernando Valley.

Based on the questionnaire returns, manpower patterns, and enrollment information, the committee identified curricula areas that were suitable for further exploration in determining the educational program of the new college.

humanities	environmental studies
social and behavorial science	construction technology
mathematics	allied health
science	business studies
home economics	human services
auto technology	engineering
aircraft technology	agriculture
administration of justice	broadcasting
commercial art	american cultural studies

It was observed that the more current and appropriate name for public speaking is public communication.

Dr. Ravetch pointed out that (1) with the endorsement of an educational philosophy calling for attention to individual differences and maximum interaction between students and staff and (2) with the establishment of a preliminary list of promising curricular areas, the Committee had fulfilled its charge.

He thanked the Committee for its significant contributions to the Feasibility Study and told Committee members that they would be kept closely informed of future developments.

The meeting was adjourned at 4:45 p.m.

PROGRAM ORGANIZATION FOR A NEW COMMUNITY COLLEGE

Mailed to Committee members
prior to the meeting of
January 31, 1974

1. Introduction

The creation of a new community college in the North San Fernando Valley offers an unusual opportunity to address the educational needs of this large and diverse area. Many sources of information have been utilized in order to assemble comprehensive data. These sources include public agencies, schools and colleges, business and industry, and a broad cross section of the residential population. The collection and analysis of this data has permitted the educational needs of this area to be identified. These needs revolve around three main conditions:

1. unusual and discouraging distances between most North Valley communities and existing colleges,

2. a diversified ethnic minority population without a responsive community college program, and

3. a low median income in a significant portion of the North Valley.

All these conditions contribute to very low community college attendance patterns in most North Valley communities.

At the same time as needs were being determined, a survey of traditional community college formats was conducted, allowing the consideration of a wide variety of organizational approaches. The program and organizational mode here presented attempts to respond to the educational needs of the North San Fernando Valley.

2. The "Cluster College" Concept

The new campus will be established on the "cluster college" concept. This format attempts to provide an environment of limited size and enhanced personal relationships wherever this benefits student learning. At the same time, this approach provides an overall campus coordination for those programs which are most effective when organized on a total-campus level (inter-collegiate sports, student government, etc.)

In effect, four separate colleges will exist on one campus site, each designed to be academically independent and not to exceed a student body of 1200 and a faculty of 40; each college will be staffed by two counsellors. Although students will enroll in one college, they will also be permitted to take courses in other colleges

when this best serves their needs. The intent is to provide a human environment where all forms of person-to-person interplay which are conducive to learning can take place (student/student, student/faculty, faculty/faculty). This will include maximum communication between instructors and students through full disclosure of instructional goals and behavioral objectives. Central to this pursuit is the creation of cluster colleges in units small enough to permit a high degree of individualized attention to the concerns of students, where lines of communication are short and institutional flexibility is long.

In addition to the central campus, an extensive series of outreach locations will offer courses to residents in their communities. Television, telephone, and counseling centers will be used to "bring education to the people." Some form of college sponsored transportation will be used to help "bring the people to the campus." Vigorous efforts will be made to minimize the obstacles of distance.

3. Educational Philosophy

The concept of humanity is to be the focal theme of the new campus. Not only will this be evident in the learning relationships fostered by the "cluster" approach but also in the way in which the content of the learning process is organized. Each of the four cluster Colleges will organize its curricular offerings around an important facet of human existence. This organization and sample offerings are briefly shown below:

College A

Studies in Human Understanding

Social Sciences
Human Services
Ethnic Studies
Foreign Service
Foreign Languages
Education
Public Relations
Literature

College B

Studies in Human Expression

Art
Music
Crafts
Theatre Arts
Journalism
Public Speaking
Creative Writing
Printing
Dance

College C

Studies in Human Technology

Mathematics
Science
Technologies
  Computer Studies
  Manufacturing Studies
  Maintenance Studies
Environmental Studies
  Allied Health
  Aeronautical Studies

College D

Studies in the Management of Human Affairs

Public Service
Administration of Justice
Business
Real Estate
Banking and Finance
Small Business Management

This approach to educational programming considers education as a process involving the accumulation of information, skills, and understanding as they relate to the individual in a modern, pluralistic society. Traditional divisions of transfer and vocational curricula are subordinated to the concept of educational "ladders," with multiple points of entry, exit, and re-entry. All programs (other than General Education) are considered "vocational" in that they should lead to meaningful employment therefore, the "transfer" and "vocational" elements co-exist in each of the four colleges listed above. Each of the four colleges will strive to offer a full range of the educational ladder (s) around which its disciplines will cluster.

4. Institutional Renewal

Infused into the structure of the North Valley campus will be the goal of institutional dynamism.

Each college will review annually its course offerings. This annual review is intended to generate changes in course offerings, instructional approaches, or any other alteration which promises to invigorate the college's learning environment. Through this annual process those programs which are no longer effectively serving students will be eliminated. Colleges will be encouraged to offer experimental courses, which will present new or neglected areas of knowledge and will utilize promising new methods of instructional delivery.

Some of the experiments will be directly linked to educational needs, such as courses taught in Spanish for Spanish speaking immigrants, coupled with high-intensity English instruction. Others will stress educational flexibility offering courses presented in mini-units that provide the student with subject and "completion" alternatives.

Every effort will be made to provide for a continuing interchange of ideas from within and without the campus.

5. Student Support

Academic counseling will be largely separated from personal and career counseling. All certificated staff members (instructors and administrators--including the president) will offer academic counseling to approximately 30 assigned students. This will include regular meetings between staff members and students for as long as students attend the college.

Each college will be staffed with profesionally trained counselors who will provide personal and career counseling. Every effort will be made to develop an effective financial aids program. A special program of instructor and peer counseling will be established. A learning resources center will provide multiple approaches for supporting student learning as a complement to classroom instruction. The process of self-paced instruction will be supported by a variety of instructional methods (audio and video tapes, self-instructional materials, tutorials, etc.).

6. Interface with the Community

Frequent interchange with the community will be sought through a variety of activities.

An Office of Community Relations will coordinate all activities related to community interchange, including public relations, community research, and community service programs. Community service programs will encompass cultural and recreational offerings as determined by an assessment of the needs of the residents to be served.

An Outreach Program will be offered, designed to place courses in places of easy access for groups of people who otherwise might not be able to participate in community college education. As part of the Outreach Program, Counseling Centers in outlying areas will provide information and guidance for residents. Educational technology (television, telephone, etc.) will be utilized wherever appropriate to bring education to the home or to other neighborhood locations.

A vigorous publicity and recruitment effort will attempt to use multiple channels (newspaper, television, radio, mobile counseling units,

community meetings, mailings, etc.) to reach the residents of the North Valley and inform them of the educational opportunities available at the new campus.

A variety of advisory committees (college-wide, community service, vocational programs, etc.) will meet periodically and provide a continuous dialogue between the college and the community.

Conclusion

The North Valley College will make every effort to meet the educational needs of its community through

(1) the interaction generated by the cluster college model,

(2) the philosophy of "humanity" that will guide the college,

(3) the activities of institutional renewal that will help the college to remain current and responsive, and

(4) the programs of student support and community relations.

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APPENDIX VIII

SITE COMMITTEE

MEMBERSHIP ROSTER

Mr. William Albers, Principal
Kennedy Senior High School

Mr. Ronald Goldman, A.I.A.
Architect

Mr. Norman Priest
Director, City Planning
City of San Fernando

Mr. Bill Schubert
District Engineer
City of Van Nuys

Mr. Tex Shannon
School Facilities Planner
Los Angeles Community Colleges

Mr. Bennie Slayton
San Fernando Valley
Real Estate Association

Mr. William Steward
Employment Development

Mr. Al Taylor
San Fernando Valley
Real Estate Association

Mr. Richard Wainer
District Engineer
Reseda

Meeting of

December 19, 1973

All members present

The meeting was called to order at 2:30 p.m. by Dr. Ravetch, Chairman of the North Valley Task Force. Dr. Ravetch introduced the members of the Committee and extended the District's appreciation for their willingness to assist in the Feasibility Study.

Dr. Ravetch reviewed the goals and the progress of the Feasibility Study. He then defined the responsibilities of the Site Committee.

1. Identification of sites suitable for single campus and multiple campus operations.

2. Identification of facilities suitable for interim campus operations.

3. Gross evaluation of the "inventory" established in "1" and "2" above for degree of suitability.

Dr. Ravetch went on to say that the above would constitute Phase I of the Committee's work. Phase II commences only after the Board of Trustees authorizes some form of program requiring sites and/or

facilities. At that point, the Committee would begin an extensive evaluation of the "inventories" established in Phase I in order to select those sites most suitable for the educational program that has been selected.

A general discussion followed in which the following points emerged.

Evaluation of sites should include consideration of campus-community integration. A community college offers educational programs but can also become a part of the fabric of its community and a focal point for area activities.

Attention should be given to the integration of any community college with the Los Angeles City Master Plan for the San Fernando Valley, as well as future Rapid Transit District plans.

The Los Angeles City Planning Department may have specific information regarding available sites. Contact Calvin Hamilton.

No site may be considered which rests over a known geological fault.

It is important to narrow the inventory to specific sizes of sites and facilities. Single or double classroom sites can probably be secured through public schools and community centers. Therefore, no inventory of these facilities will be necessary at this time.

A determination was then made to narrow the search:

Facilities	5,000 square feet or larger
Undeveloped Sites	50 acres or larger

Having narrowed the size of sites, there was discussion of limiting the locations for the search. Since the District already owns a 79 acre site at Wilbur and Devonshire in Northridge, it was judged not necessary to search in the West San Fernando for undeveloped acreages. Two eastern areas were identified:

1. Sun Valley, especially in the area above the intersection of the Hollywood and Golden State Freeways.

2. The area surrounding the Golden Triangle, intersection of the San Diego and Golden State Freeways.

Several locations were discussed:

1. Orange groves north of the San Fernado Mission.
2. Land at the apex of the Golden Triangle.
3. Land directly alongside of the "apex" north of Hubbard Avenue.

4. Land north of Hansen Dam Recreation Park.
5. Whiteman Park
6. El Cariso Park
7. Fritz Burns' Ranch
8. Alemany High School
9. Land east of Pacoima Wash

Dr. Ravetch emphasized that the selection of site or sites was probably the most sensitive issue of the Feasibility Study and that it was extremely important that this initial survey be conducted in a discreet manner.

It was suggested that preliminary inquiries could be made regarding leased facilities and undeveloped sites without associating the questions with the Los Angeles Community College District. The Committee agreed that this would be the best way to proceed.

The next meeting was set for Tuesday, January 8, 1974, at 2:30 p.m. At this meeting, the Committee will receive a report on the latest information available from the Feasibility Study. Members will bring to this meeting suggestions for sites and facilities that they have been able to identify at that time.

The meeting was adjourned at 4:30 p.m.

* * * * * *

Minutes of January 8, 1974

All members present

Meeting called to order at 2:45 p.m.

David Wolf presented a review of demographic data relating to the population of the North Valley and to the issue of site selection to meet with Valley educational needs. The analysis suggests that a site in the North Central Valley would serve the largest number of unserved North Valley residents.

In terms of estimated growth of enrollment, the data reveals a ranking of areas:

1. North Central area
2. Northridge area
3. Sun Valley area

In terms of providing educational opportunity in areas where it appears to be deficient, some of the members of the Committee felt that the ranking of areas would be as follows:

1. North Central area
2. Sun Valley area
3. Northridge area

There was a discussion of the inadequacy of public transportation and the strategy for improving it. It was felt that the Rapid Transit District could respond only if a new college could demonstrate a very high magnitude of public use of new RTD lines. It was also pointed out that the RTD should be approached only when plans for a futue site or sites were relatively firm, and then only at the highest organizational level.

There was discussion of several sites:

1. Northeast of the Golden State Freeway above Hubbard.

   This section of 137 acres is available and would lend itself to a campus since its zoning requires that half of the land be grass. The land would take a great deal of grading and development. Its price would be comparable to the present Northridge site.

2. El Cariso Park

   A part of this land is reported to have been set aside for educational purposes. Supervisor Dorn is reported to have been involved in attempting to secure such use of this land.

3. One large store is available at San Fernando Road and LaRue.

4. Fantastic Fair is an unused facility, at Borden and Van Nuys Boulevard.

5. The land west of the North Valley Occupational Center is reported available for development.

6. Damax Storage Center
   14647 Arminta Street
   Van Nuys, California 91402

It was agreed to investigate further the above sites and others, determining the following basic information:

1. Value
2. Zoning
3. Access
4. Size
5. On-site improvements

Assignments:

1. Mission orange grove land - Bill Albers
2. Apex of Golden Triangle - Bennie Slayton

3. North of Hubbard, east of Golden State Freeway - Al Taylor
4. North of Hansen Dam Recreation Park - Bill Steward
5. Whiteman Park - Bill Steward
6. El Cariso Park - Bill Steward
7. Burns' Ranch - Norman Priest
8. Alemany High School - Bill Albers
9. East of Pacoima Wash - Bill Schubert

Ron Goldman volunteered to develop transportation information for the North Valley area.

The Committee agreed to continue the search, including existing facilities and undeveloped land, and to exercise discretion in making inquiries so that no premature interest would be aroused at this early state of the investigation.

The Committee agreed to meet again on Tuesday, January 29, 1974, at 2:30 p.m. at the Task Force office.

The meeting was adjourned at 4:30 p.m.

* * * * *

Minutes of January 29, 1974

8 members present
3 members absent

The meeting was called to order at 2:30 p.m.

Reports were given regarding various parcels of land and suitable facilities for a new community college.

1. El Cariso Park

   158 acres

   20 acres reserved to the Unified District for a future junior high school. The balance is owned by the County and is being discussed by Los Angeles County and HRD (Human Resources Development) for a possible golf course or other recreational facilities.

   Resource persons: Joanne Day - Sylmar Chamber of Commerce
   Baxter Ward's office - Madeline Johann

Tex Shannon volunteered to contact Los Angeles Unified District to gather information regarding the 20 reserved acres.

Dr. Ravetch offered to contact Baxter Ward and Joanne Day to gather information.

2. Pacoima Wash

150 acres

Ownership: Fidelity Federal Savings
Value: Approximately $20,000/acre

3. Land Northwest of Hansen Dam

East of Foothill Boulevard
Van Nuys Boulevard - Dronfield - Pierce

160 acres (approx.)
One small subdivision
12 houses
Value approximately $25,000/acre

4. Fantastic Faire

Van Nuys Boulevard at Borden
Abandoned facility
30,000 square feet
Lease value -- $.20 square foot
Large open facility

5. Burns Ranch

30-200 acres
Value is question
Burns knows Fred Wyatt and is civic minded. Price will depend on circumstances and personalities. Burns should be receptive to utilization of land for community college.

Relatively good access to Foothill Boulevard.

6. Whiteman Airport

More information needed. Land still under consideration for Food Processing Plant.

7. Osborne and Dronfield

Two lots - 2 and 5 acres
Owned by Park & Recreation Commission
Currently under lease to Boy's Club and Little League

8. Golden Triangle

Area North of Rinaldi is part of "Mission Hills" thrust and cannot be used for public construction.

Orange grove area of Mission property is prime site and should be investigated at the proper time. Land is probably very expensive but it is an appropriate area. The easternmost corner is occupied by the North Valley Occupational Center. Another small portion on the east is being subdivided for housing.

The Archdiocese may be interested in selling.

9. San Fernando Road and Ilex, San Fernando

A vacant complex of between 15,000 - 20,000 square feet. (787-1071, 994-6497)

10. Land North of Hubbard, East of Golden State Freeway

137 acres - Not yet clear whether this land is fault-free.

The Committee agreed that it had fulfilled its initial goal, the identification of land and facilities suitable for community college operations.

After a summary discussion, the Committee arrived at the following position:

The Site Committee goes on record as concluding that the area of greatest community college service to the North Valley is found in the North Central section of the Valley, comprising the communities of Mission Hills, Sylmar, San Fernando, and Pacoima, and the Committee recommends that this area be given primary consideration for the establishment of a new community college.

Furthermore, the Committee has identified large parcels of land (approximately 100 to 160 acres) in each of these communities which appear to be suitable for the needs of such a new community college, and the Committee recommends that at the appropritate time these parcels be carefully researched to determine which one or ones most effectively meet the needs of identified educational programs.

Dr. Ravetch thanked the Committee for its work and its contribution and promised that the members would be kept fully informed of future developments.

The meeting was adjourned at 4:30 p.m.

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APPENDIX IX

Appendix Number 9

COMMUNITY COLLEGE ENROLLMENT PATTERNS IN THE SAN FERNANDO VALLEY

The following table provides Los Angeles Community College District attendance information for each San Fernando Valley community. The enrollment information applies to the Fall 1973 semester and includes all day, extended day, full and part-time students (i.e., number of individual students). This information came from the Los Angeles Community College District's master file. The community population figures are the 1970 U. S. Bureau of Census figures as modified by the Los Angeles City Planning Department's growth rates, bringing them up to 1973 estimates (see Appendix Number 4).

STUDENT ATTENDANCE AS PERCENT OF SOUTH VALLEY COMMUNITY POPULATIONS

FALL 1973

	1973 COMMUNITY POPULATION[e]	ATTENDANCE[2] AT PIERCE		VALLEY		OTHER L.A.C.C.D.[1]		TOTAL	
		No.	% of Population	No.	% of Population	No.	% of Population	No.	% of Population
Canoga Park	58,905	2,320	3.94	163	.28	50	.08	2,533	4.30
Winnetka	32,878	1,165	3.54	91	.28	36	.11	1,292	3.93
Woodland Hills	48,706	2,257	4.63	171	.35	75	.15	2,503	5.14
Reseda	51,829	1,596	1.98	332	.41	80	.10	2,008	2.49
Tarzana	18,935	684	3.61	135	.71	20	.11	839	4.43
Encino	44,764	765	1.71	398	.89	34	.08	1,197	2.67
Van Nuys	95,231	1,161	1.22	2,923	3.07	169	.18	4,253	4.47
Sherman Oaks	37,515	269	.72	1,207	3.22	83	.22	1,559	4.16
North Hollywood	92,482	325	.35	3,363	3.64	293	.32	3,981	4.30
Studio City	23,431	62	-	548	-	54	-	664	-
Universal City	-	-	-	-	-	-	-	-	-
TOTAL SOUTH VALLEY	547,626	10,604	1.94	9,331	1.70	894	.16	20,829	3.80

e= estimate based on Los Angeles City Planning Department projection
1= excluding ITV
2= body count of all day and extended day, full and part-time students

STUDENT ATTENDANCE AS PERCENT OF NORTH VALLEY COMMUNITY POPULATIONS

FALL 1973

	1973 COMMUNITY POPULATION[e]	ATTENDANCE[2] AT PIERCE		VALLEY		OTHER L.A.C.C.D.[1]		TOTAL	
		No.	% of Population	No.	% of Population	No.	% of Population	No.	% of Population
Chatsworth	18,985	661	3.48	73	.38	25	.13	759	3.99
Northridge	58,773	1,575	2.67	412	.70	51	.08	2,038	3.45
Granada Hills	44,440	839	1.88	519	1.17	71	.16	1,429	3.21
Sepulveda	40,450	638	1.57	713	1.76	49	.13	1,400	3.46
Panorama City	28,582	234	.81	649	2.27	58	.20	941	3.29
San Fernando	47,444	206	.43	494	1.04	57	.12	757	1.60
Pacoima	58,991	166	.28	1,040	1.76	96	.16	1,302	2.20
Sylmar	50,011	241	.48	647	1.29	81	.16	969	1.94
Sun Valley	35,400	61	.17	621	1.75	75	.21	757	2.13
Sunland	17 824	26	.14	207	1.16	37	.20	270	1.52
Tujunga	21,489	25	.11	223	1.03	51	.23	299	1.39
Burbank	91,266	252	.27	1,431	1.57	305	.33	1,988	2.18
TOTAL NORTH VALLEY	513,655	4,924	.95	7,029	1.36	956	.19	12,909	2.51

e= estimate based on Los Angeles City Planning Department projection
1= excluding ITV
2= body count of all day and extended day, full and part-time students

DISTANCES FROM NORTH VALLEY COMMUNITY CENTERS AND ENROLLMENTS AT

PIERCE AND VALLEY COLLEGES

FALL, 1973

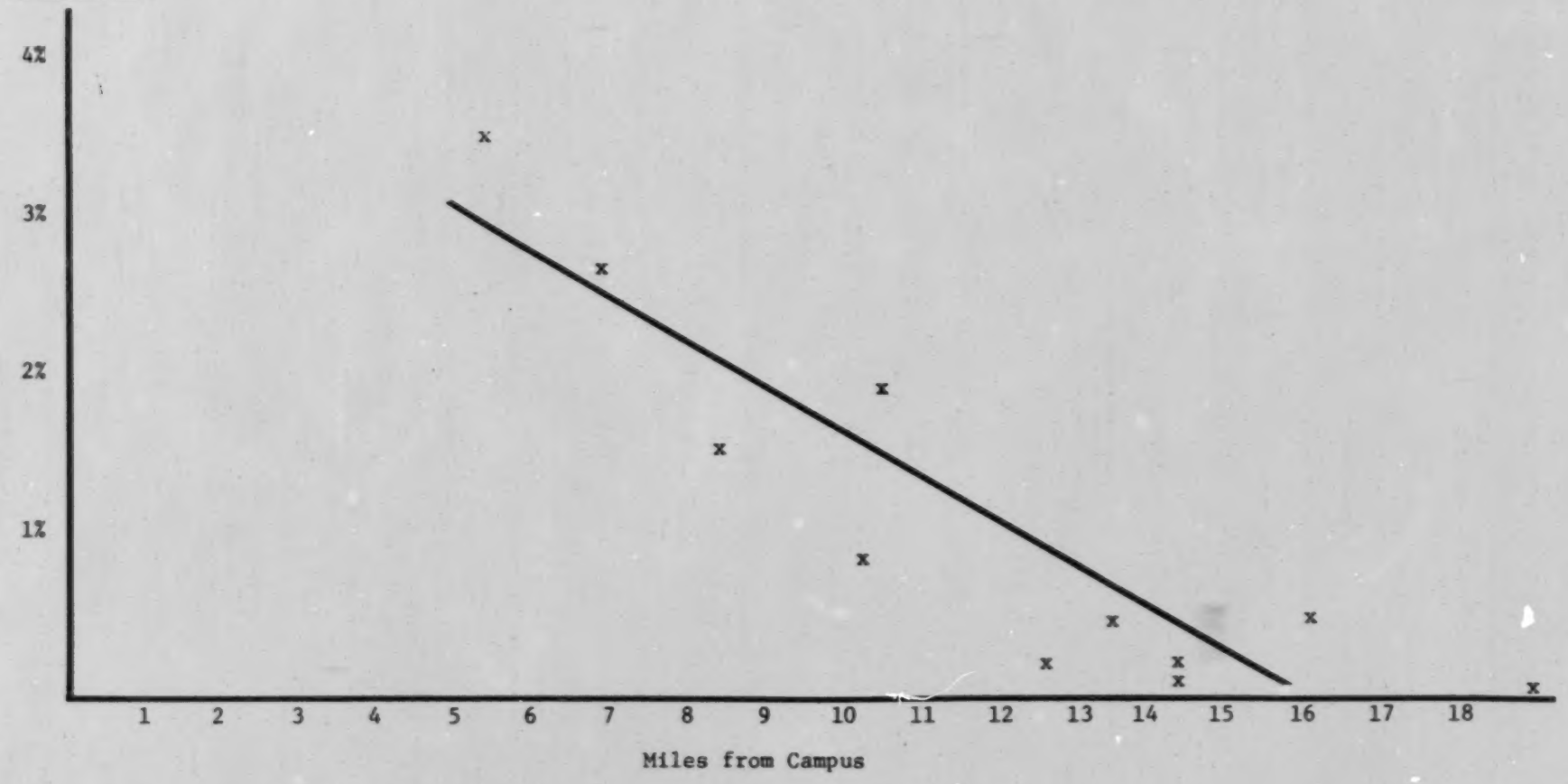
COMMUNITY	PIERCE		VALLEY	
	% of Population Enrolled	Distance (Miles)	% of Population Enrolled	Distance (Miles)
1. Chatsworth	3.48	5.5	.38	15.5
2. Northridge	2.67	7.0	.70	10.75
3. Granada Hills	1.88	10.5	1.17	11.0
4. Sepulveda	1.57	8.5	1.76	7.75
5. Panorama City	.81	10.25	2.27	5.0
6. San Fernando	.43	13.5	1.04	11.0
7. Pacoima	.28	12.5	1.76	6.5
8. Sylmar	.48	16.0	1.29	14.0
9. Sun Valley	.17	14.5	1.75	6.0
10. Sunland	.14	19.0	1.16	11.0
11. Tujunga	.11	27.5	1.03	19.5
12. Burbank	.27	14.5	1.57	6.25

RELATIONSHIP BETWEEN ATTENDANCE & DISTANCE

LOS ANGELES PIERCE COLLEGE

FOR NORTH VALLEY COMMUNITIES

FALL 1973

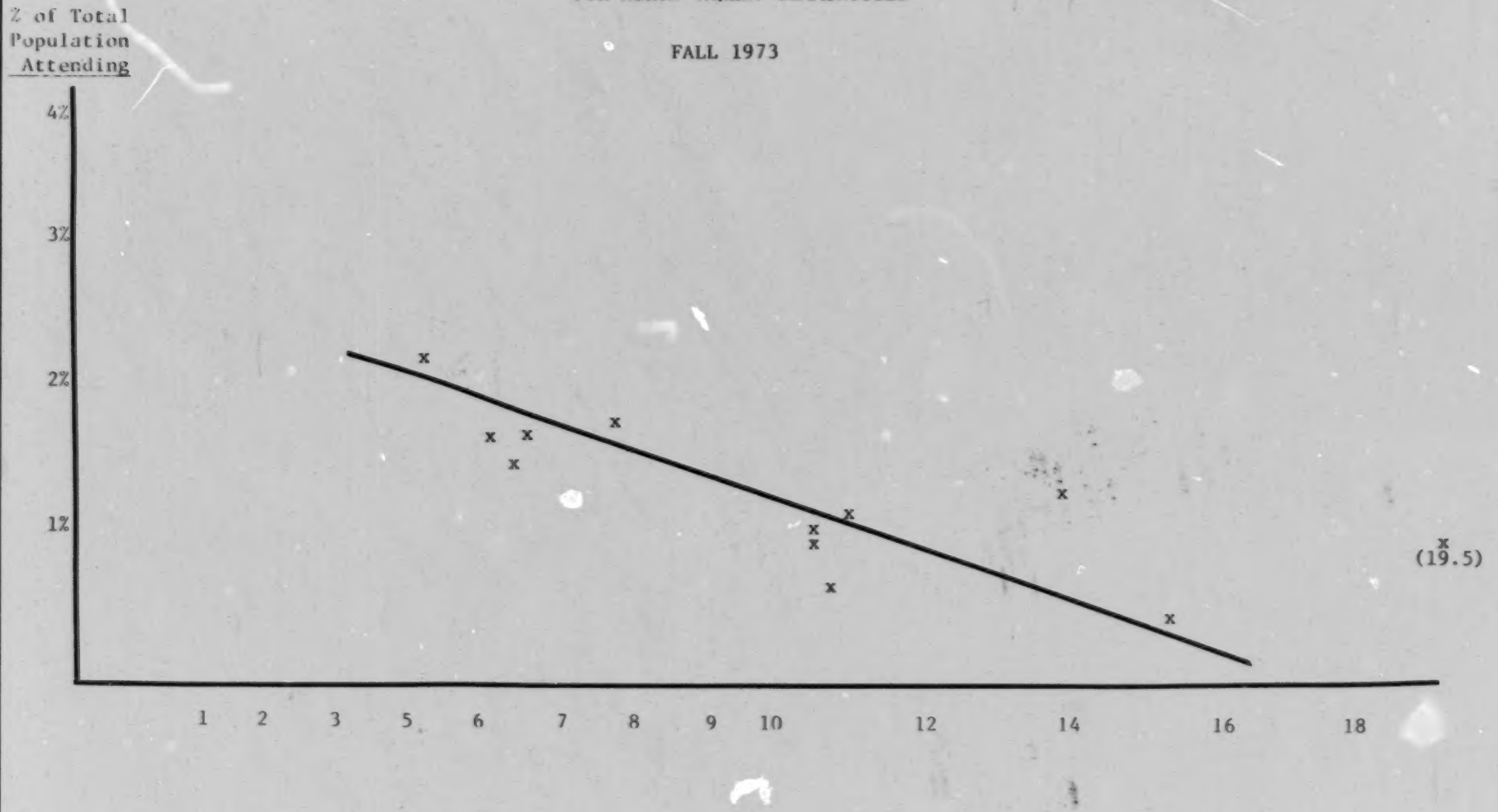


RELATIONSHIP BETWEEN ATTENDANCE & DISTANCE

LOS ANGELES VALLEY COLLEGE

FOR NORTH VALLEY COMMUNITIES

FALL 1973



DISTANCES FROM COMMUNITY COLLEGES AND ENROLLMENTS AT

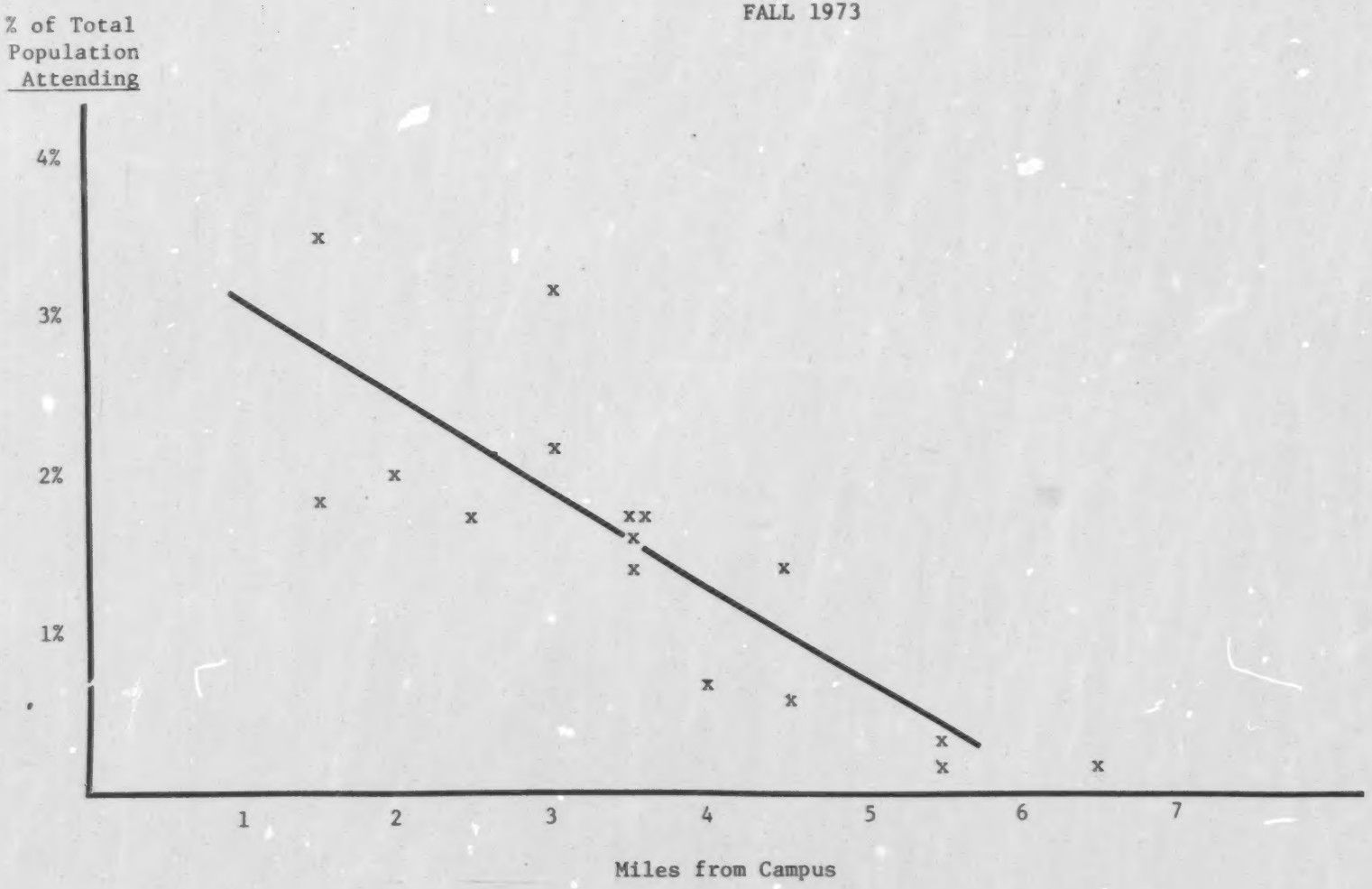
EAST LOS ANGELES COLLEGE, FALL 1973

COMMUNITY (Zip Code)	% of Population Enrolled	Distance (Miles)
91754	3.5	1.5
90640	3.2	3.0
91770	2.3	3.0
90022	1.9	1.5
90063	2.1	2.0
90032	1.8	3.5
91803	1.8	2.5
91801	1.5	4.5
90040	1.7	3.5
90023	1.5	3.5
90033	1.8	3.5
90031	.7	4.5
90201	.5	5.5
90270	.8	4.0
90058	.3	5.5
90280	.3	6.5

RELATIONSHIP BETWEEN ATTENDANCE & DISTANCE

EAST LOS ANGELES COLLEGE

FALL 1973



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APPENDIX X

Appendix Number 10

ENROLLMENT ESTIMATE FOR COMMUNITY COLLEGES LOCATED

AT VARIOUS SITES WITHIN THE NORTH VALLEY

To determine the most effective location for a community college in the North Valley, estimates of enrollment at several different sites were made. These estimates are based on the relationship between enrollment (as a percentage of community population) and the distance from the community center (see Appendix Number 14) for analysis of factors explaining community college attendance), with consideration of ethnic and income effects on attendance.

First the relationship between enrollment and distance for the North Valley communities was determined and graphed. Then the same process was repeated for the communities surrounding East Los Angeles Community College; this data provided insight into the attendance patterns of an area with a high percentage of ethnic minority population.

Three sites in the North Valley were selected; these are considered likely to be in the most convenient locations in the areas: These are:

- a north central site (within San Fernando, Sylmar Pacoima, and Mission Hills area)
- a northwest site (the existing LACCD property)
- a Sun Valley site

For each of these sites, the following analytical steps were followed:

1. the distance from the center of each North Valley community to the approximate site location was determined;
2. the distance from each community center to Pierce and Valley Colleges was noted;
3. an estimate of total enrollment (as a percent of population) at LACCD colleges was made, by community, based on the established enrollment-distance information;
4. this total enrollment estimate was broken down by college (new college, Pierce, Valley, other) based on detailed enrollment-distance data;
5. community population estimates for 1980-82 were generated (see Appendix Number 4);
6. the enrollment (as a percentage of population) at the new site was multiplied by the community population projection to determine body attendance, by community, at the new campus at maturity;

7. the difference between the total enrollment (as a percent of total population), by community, at maturity and 1973 was calculated;

8. this difference was multiplied by the respective population projections of each community to determine the net new enrollment (to the LACCD) which would result from the establishment of a college at that site;

9. the enrollments so generated (steps 6 and 8) were then added together and to these subtotals (for total and net new attendance) was added estimates of additional enrollment due to recoupment of students presently attending out-of-district schools and an extended outreach program;

10. the student counts achieved in step 9 were converted to ADA by using appropriate conversion factors.

In addition to the calculations independently made for each of the sites, this process was followed for a two-site option. For this exercise, sites were established at the North West and North Central locations.

In developing the enrollment estimates, a number of assumptions were necessary. These are presented below:

1. Proximity is the single most important factor affecting attendance.

2. Low income and/or racially mixed population will, in the intermediate run, manifest lower staturation attendance levels than wealthy and/or essentially white population.

3. The program offered in the North Valley Community College would be responsive to the educational needs of the local communities.

4. The college will be located at site/sites specified with a complement of outreach programs.

5. Estimates apply to a mature campus.

6. ADA=.66 student count for a "typical" student (excluding outreach); those denied interdistrict permits will take an ADA equivalent course load; for outreach students, ADA=.33 student count (the average student takes 5 units per semester).

ENROLLMENT PATTERN BY COMMUNITY

GIVEN

NORTH CENTRAL SITE - MATURITY
% of Population

COMMUNITY	PIERCE	VALLEY	NEW SITE	OTHER LACCD	TOTAL
Chatsworth	3.4	.2	.4	.1	4.1
Sepulveda	.4	.5	2.9	.1	3.9
Northridge	1.4	.4	2.0	.1	3.9
Panorama City	.3	.7	2.6	.2	3.8
Granada Hills	.6	.3	3.1	.1	4.1
Pacoima	.1	.5	2.1	.1	2.8
Burbank	.3	1.6	.1	.3	2.3
Sun Valley	.1	1.3	.8	.2	2.4
Sylmar	.2	.5	2.1	.1	2.9
San Fernando	.2	.5	2.1	.1	2.9
Sunland	-	.4	1.5	.1	2.0
Tujunga	-	.4	1.4	.1	1.9

ESTIMATE OF ENROLLMENT AT NEW COMMUNITY COLLEGE SITE

IN NORTH CENTRAL AREA - MATURITY

COMMUNITY	Population 1980	Distance from new/old site - miles	% Attending new site Maturity	% Attending L.A.C.C.D campuses Maturity	% Attending L.A.C.C.D. campuses 1973	Net New % Maturity	Total Attendance @ new site Maturity	New Attendance[1] % new site Maturity
Chatsworth	23,902	6.5/5.5	.4	4.1	4.0	.1	96	24
Sepulveda	44,923	3.0/8.8	2.9	3.9	3.5	.4	1,303	180
Northridge	65,403	5.0/7.0	2.0	3.9	3.5	.4	1,308	262
Panorama City	30,986	3.0/5.0	2.6	3.8	3.3	.5	806	155
Granada Hills	46,884	2.0/10.5	3.1	4.1	3.2	.9	1,453	422
Pacoima	60,277	3.0/6.5	2.1[2]	2.8	2.2	.6	1,266	362
Burbank	96,012	9.0/6.3	.1	2.3	2.2	.1	96	96
Sun Valley	36,004	6.0/6.0	.8	2.4	2.1	.3	288	108
Sylmar	53,325	2.5/4.0	2.1[2]	2.9	1.9	1.0	1,120	533
San Fernando	49,197	1.5/11.0	2.1[2]	2.9	1.6	1.3	1,033	640
Sunland	19,304	7.5/11.0	1.5	2.0	1.5	.5	290	97
Tujunga	23,263	10.0/19.5	1.4	1.9	1.4	.5	326	116
TOTAL	549,480		1.7					
					Sub total, bodies		9,385	3,018
					Interdist. bodies		200	200
					Outreach bodies		2,100	2,100
					Total bodies		11,685	5,318
					Sub total, A.D.A.		6,194	1,992
					Interdist. A.D.A.		200	200
					Outreach A.D.A.		700	700
					Total A.D.A.		7,094	2,892
					Adjustment[3]		- 200	
							6,894	

1. Total attendance less those who would have attended Pierce or Valley
2. Based on enrollment pattern around East College
3. To account for error in early calculations

ENROLLMENT PATTERN BY COMMUNITY
GIVEN

NORTHWEST SITE - MATURITY
Percentage of Population

COMMUNITY	PIERCE %	PIERCE Miles	VALLEY %	VALLEY Miles	NEW SITE %	NEW SITE Miles	OTHER LACCD	TOTAL
Chatsworth	.5	5.5	.2	15.5	3.4	2.5	.1	4.2
Sepulveda	.4	8.5	.7	7.8	2.5	4.5	.1	3.7
Northridge	.3	7.0	.2	10.8	4.0	1.0	.1	4.6
Panorama City	.3	10.3	2.3	5.0	.5	6.5	.2	3.3
Granada Hills	.3	10.5	.3	11.0	3.1	4.0	.1	3.8
Pacoima	.2	12.5	1.7	6.5	.3	7.5	.1	2.3
Burbank	.2	14.5	1.6	6.3	.1	14.0	.3	2.2
Sun Valley	.1	14.5	1.7	6.0	.1	11.0	.2	2.1
Sylmar	.1	16.0	.3	14.0	1.9	7.0	.1	2.4
San Fernando	.2	13.5	.3	11.0	1.7	6.5	.2	2.4
Sunland	.1	19.0	1.2	11.0	-	14.0	.2	1.5
Tujunga	.1	22.0	1.0	14.5	-	17.0	.3	1.4

ESTIMATE OF ENROLLMENT AT NEW COMMUNITY COLLEGE SITE

IN NORTHWEST AREA - MATURITY

COMMUNITY	Population 1980	Distance from new/old site-miles	% Attending new site Maturity	% Attending L.A.C.C.D campuses - Maturity	% Attending L.A.C.C.D. campuses - 1973	Net New % Maturity	Total Attendance @ new site Maturity	New Attendance @ new site Maturity
Chatsworth	23,902	2.5/5.5	3.4	4.2	4.0	.2	812	48
Sepulveda	44,923	4.5/7.8	2.5	3.7	3.5	.2	1,123	90
Northridge	65,403	1.0/7.0	4.0	4.6	3.5	1.1	2,616	719
Panorama City	30,986	6.5/5.0	.5	3.3	3.3	-	155	-
Granada Hills	46,884	4.0/10.5	3.1	3.8	3.2	.6	1,453	281
Pacoima	60,277	7.5/6.5	.3	2.3	2.2	.1	180	60
Burbank	96,012	14.0/6.3	.1	2.2	2.2	-	96	-
Sun Valley	36,004	11.0/6.0	.1	2.1	2.1	-	36	-
Sylmar	53,325	7.0/14.0	1.9	2.4	1.9	.5	1,013	266
San Fernando	49,197	6.5/11.0	1.7	2.4	1.6	.8	836	394
Sunland	19,304	14.0/11.0	-	1.5	1.5	-	-	-
Tujunga	23,263	17.0/14.5	-	1.4	1.4	-	-	-
TOTAL	549, 480							

Sub total, bodies	8,320	1,858
Interdist. bodies	200	200
Outreach bodies	2,100	2,100
Total bodies	10,620	3,158
Subtotal A.D.A.	5,491	1,226
Interdist. A.D.A.	200	200
Outreach A.D.A.	700	700
Total A.D.A	6,391	2,126
Adjustment	- 200	- 200
Total A.D.A.	6,191	2,126

ENROLLMENT PATTERN BY COMMUNITY

GIVEN

SUN VALLEY SITE - MATURITY

COMMUNITY	PIERCE		VALLEY		NEW SITE		OTHER LACCD	TOTAL
	%	Miles	%	Miles	%	Miles		
Chatsworth	3.5	5.5	.2	15.5	.2	13.0	.1	4.0
Sepulveda	1.1	8.5	1.3	7.8	1.2	7.5	.1	3.7
Northridge	2.7	7.0	.5	10.8	.4	10.0	.1	3.6
Panorama City	.4	10.3	1.7	5.0	1.2	5.5	.2	3.5
Granada Hills	1.5	10.5	.8	11.0	.9	9.5	.1	3.3
Pacoima	.1	12.5	.5	6.5	1.9	4.5	.1	2.6
Burbank	.2	14.5	.9	6.3	1.2	5.5	.2	2.5
Sun Valley	.1	14.5	.7	6.0	2.6	1.0	.1	3.1
Sylmar	.2	16.0	.8	14.0	1.1	7.5	.1	2.2
San Fernando	.2	13.5	.8	11.0	1.2	5.5	.1	2.3
Sunland	-	19.0	.4	11.0	2.3	3.5	.1	2.8
Tujunga	-	22.0	.4	14.5	1.9	5.0	.1	2.4

ESTIMATE OF ENROLLMENT AT NEW COMMMUNITY COLLEGE SITE

IN SUN VALLEY AREA - MATURITY

COMMUNITY	Population 1980	Distance from new/old site-miles	% Attending new site Maturity	% Attending L.A.C.C.D. campuses - Maturity	% Attending L.A.C.C.D campuses - 1973	Net New % Maturity	Total Attendance @ new site Maturity	New Attendance @ new site Maturity
Chatsworth	23,902	13.0/5.5	.2	4.0	4.0	-	48	-
Sepulveda	44,923	7.5/8.8	1.2	3.7	3.5	.2	539	90
Northridge	65,403	10.0/7.0	.4	3.6	3.5	.1	262	65
Panorama City	30,986	5.5/5.0	1.2	3.5	3.3	.2	372	62
Granada Hills	46,884	9.5/10.5	.9	3.3	3.2	.1	422	47
Pacoima	60,277	4.5/6.5	1.9	2.6	2.2	.4	1,145	241
Burbank	96,012	5.5/6.3	1.2	2.5	2.2	.3	1,152	288
Sun Valley	36,004	1.0/6.0	2.6	3.1	2.1	1.0	936	360
Sylmar	53,325	7.5/14.0	1.1	2.2	1.9	.3	587	160
San Fernando	49,197	5.5/11.0	1.2	2.3	1.6	.7	590	344
Sunland	19,304	3.5/11.0	2.3	2.8	1.5	1.3	444	251
Tujunga	23,263	5.0/19.5	1.9	2.4	1.4	1.0	442	233
TOTAL	549,480				Sub total, bodies		6,939	2,141
					Interdist. bodies		200	200
					Outreach bodies		2,100	2,100
					Total bodies		9,239	
					Subtotal A.D.A.		4,580	1,413
					Interdist. A.D.A.		200	200
					Outreach A.D.A.		700	700
					Total A.D.A.		5,480	2,313
					Adjustment		- 200	-

ENROLLMENT PATTERN BY COMMUNITY

GIVEN

NORTH WEST AND NORTH CENTRAL SITES - MATURITY

COMMUNITY	PIERCE %	PIERCE Miles	VALLEY %	VALLEY Miles	NORTH WEST %	NORTH WEST Miles	NORTH CENTRAL %	NORTH CENTRAL Miles	OTHER L.A.C.C.D. %	TOTAL % Maturity	TOTAL % 1973	NET NEW % Maturity
Chatsworth	.4	5.5	.2	15.5	3.4	2.5	.2	6.5	.1	4.3	4.0	.3
Sepulveda	.2	8.5	.3	7.8	1.3	4.5	2.1	3.0	.1	4.0	3.5	.5
Northridge	.3	7.0	.1	10.8	4.0	1.0	.2	5.0	.1	4.7	3.5	1.2
Panorama City	.2	10.3	.5	5.0	.3	6.5	2.6	3.0	.2	3.8	3.3	.5
Granada Hills	.3	10.5	.3	11.0	1.0	4.0	2.5	2.0	.1	4.2	3.2	1.0
Pacoima	.1	12.5	.4	6.5	.1	7.5	2.1	3.0	.1	2.8	2.2	.6
Burbank	.3	14.5	1.6	6.3	-	14.0	.1	9.0	.3	2.3	2.2	.1
Sun Valley	.1	14.5	1.3	6.0	-	11.0	.8	6.0	.2	2.4	2.1	.3
Sylmar	.1	16.0	.2	14.0	.5	7.0	2.1	2.5	.1	3.0	1.9	1.1
San Fernando	.1	13.5	.2	11.0	.5	6.5	2.1	1.5	.1	3.0	1.6	1.4
Sunland	-	19.0	.4	11.0	-	14.0	1.5	7.5	.1	2.0	1.5	.5
Tujunga	-	22.0	.4	14.5	-	17.0	1.4	10.0	.1	1.9	1.4	.5

ESTIMATE OF ENROLLMENT AT NEW COMMUNITY COLLEGE SITES

AT NORTH WEST AND NORTH CENTRAL AREAS
MATURITY

COMMUNITY	Population 1980	% Attending Northridge Maturity	% Attending Triangle Maturity	Net New Maturity	Bodies Attending @ North West Maturity	Bodies Attending @ North Central Maturity	Bodies Attending @ both sites Maturity	New Attendance at both sites Maturity
Chatsworth	23,902	3.4	.2	.3	812	48	860	72
Sepulveda	44,923	1.3	2.1	.5	584	943	1,527	225
Northridge	65,403	4.0	.2	1.2	2,616	130	2,746	785
Panorama City	30,986	.3	2.6	.5	93	806	899	155
Granada Hills	46,884	1.0	2.5	1.0	469	1,172	1,641	469
Pacoima	60,277	.1	2.1	.6	60	1,266	1,326	362
Burbank	96,012	-	.1	.1	-	96	96	96
Sun Valley	36,004	-	.8	.3	-	288	288	108
Sylmar	53,325	.5	2.1	1.1	267	1,120	1,387	587
San Fernando	49,197	.5	2.1	1.4	246	1,033	1,279	689
Sunland	19,304	-	1.5	.5	-	286	286	96
Tujunga	23,263	-	1.4	.5	-	326	326	116
TOTAL	549,480		Sub total bodies		5,147	7,514	12,661	3,760
			Interdist. bodies				200	200
			Outreach bodies				2,100	2,100
			Total bodies				14,961	6,060
			Subtotal A.D.A.		3,397	4,959	8,356	2,482
			Interdist. A.D.A.				200	200
			Outreach A.D.A.				700	700
			Total A.D.A.				9,256	3,382

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APPENDIX XI

APPENDIX NUMBER 11

PROGRAMS PRESENTLY OFFERED AT

COMMUNITY COLLEGES AND SKILL AND OCCUPATIONAL CENTERS

IN AND ADJACENT TO THE NORTH VALLEY

In this Appendix are presented data on programs offered in the Fall of 1973 at:

Pierce College
Valley College
College of the Canyons
North Valley Occupational Center
West Valley Occupational Center
Pacoima Skills Center

In the case of the community colleges, the information came from catalogues and schedules of classes. For the centers, program announcements were the data source.

In the tables which follow the offerings at each institution are presented; first occupational studies are presented, and second, transfer studies. The figures in each table refer to the numbers of classes taught in the day/evening (e.g., 15/11 indicates 15 classes taught in the day and eleven in the evening). The information available from the Pacoima Skills Center did not provide information on the number of classes offered; a check in the Skills Center column indicates that at least one class was offered.

This information is not without its ambiguity. Some institutions have different names for similar, and similar names for different, educational programs. To the greatest degree possible, compensation was made for these variations.

After the tables, information from Occupational Programs in California Public Community Colleges 1973-74 (Chancellor's Office, California Community Colleges, Sacramento, June 1973) summarizes the occupational offerings at Pierce College, Valley College and College of the Canyons.

SUMMARY OF CLASSES OFFERED AT COMMUNITY COLLEGES AND OCCUPATIONAL CENTERS IN THE NORTH VALLEY AREA - FALL 1973

(day sections/evenings sections)
Occupational Studies

	PIERCE	VALLEY	GLENDALE	COLLEGE OF THE CANYONS	NORTH VALLEY OCCUPATIONAL CENTER	WEST VALLEY OCCUPATIONAL CENTER	PACOIMA SKILLS CENTER
Accounting*	15/11	10/12				2/2	
Agriculture	20/6						
Agriculture Business	1/-						
Agriculture Engineering	10/-						
Animal Husbandy	46/7						
Floristry Horticulture	3/4				1/1		
Fruit Crops	2/-						
Natural Resources Mgmt.	9/1						
Ornamental Horticulture	9/5			1/2			
Automotive Services Tech.	11/5		/12	4/1	5/5	13/13	✓
Broadcasting	3/-	3/5					
Computer Science & Info. Techniques	25/16	12/7		1/1	1/-	1/2	
Drafting	13/5	1/-	2/4		-/1	1/2	
Electrical Construction & Maintenance	-/3						
Electrical Wireman	-/6						
Electricity	-/2	2/2	3/1		-/1		
Electronics	23/16	11/8			2/2	3/3	
Escrow	2/-						
Finance	1/2	3/3					
Health Education	30/6	25/7	15/11	2/3			
Industrial Arts	9/3	2/2					✓
Journalism*	6/-	27/3	4/	5/1			
Law	-/2	8/4					
Management	2/6	1/5				1/5	
Merchandising (& Sales)	4/3	6/3			1/-		
Meteorology	1/1	3/1					
Numerical Control	1/1						
Nursing	4/1	33/-	9/		3/1	5/1	
Oceanography	6/-	10/6					

Continued

	PIERCE	VALLEY	GLENDALE	COLLEGE OF THE CANYONS	NORTH VALLEY OCCUPATIONAL CENTER	WEST VALLEY OCCUPATIONAL CENTER	PACOIMA SKILLS CENTER
Office Machines	9/2	4/4					
Photography	3/2	6/1	6/5				
Physical Therapy	1/-						
Quality Control	1/6						
Real Estate	3/12	4/9	/9	-/1			
Recreation	3/2	7/-					
Secretarial Science	45/17	28/16			24/13	40/19	✓
Supervisory	3/-	3/6	/7	-/4			
Tool & Mfg. Techniques	9/4	2/8	14/4				✓
Welding	10/9		2/		1/2		✓
Administration of Justice		15/17					
Child Development		17/10		1/-			
Fire Science		-/3	/1	-/2			
Home Economics		16/4	18/4	1/-			
Medical Assistance		1/1			2/4	5/6	✓
Public Service		-/2					
Respiratory Therapy		-/2					
College Entrance Skills				1/1		-/2	
Environmental Control Tech.				-/1			
Guidance			54/-	3/1			
Instructional Assistant				-/1		3/2	
Learning Skills				10/3			
Library Technology				1/1			
Police Science			/7	9/5			
Aerospace Technology			28/5		2/-		
Carpentry			/1				
Cosmetology			8/1			1/2	
Printing			/8		1/-	4/5	
Technical Graphics			5/				
T.V. Repair			/4				
Apparel Trades						3/-	
Commercial Art						2/-	
Commercial Mainentance					1/-	2/7	
Food & Restaurant Workers						3/-	
Industrial Technician						2/3	
Interior Design						3/1	
Landscaping Occupations					1/-	1/-	
State Contractor's License						-/2	
Air Conditioning & Refrig.					1/6		
Bus Driver Training					2/5		
Steam Plant Operation					-/1		

SUMMARY OF CLASSES OFFERED AT COMMUNITY COLLEGES
AND OCCUPATIONAL CENTERS
IN THE NORTH VALLEY AREA - FALL 1973

(day sections/evening sections)
Transfer Studies

	PIERCE	VALLEY	GLENDALE	COLLEGE OF THE CANYONS
Anatomy	4/2	4/2		2/11
Anthropology	30/4	26/8	6/1	
Architecture	12/6	1/-	3/3	7/3
Art**	85/45*	47/36	46/20	6/3
Astronomy	25/10	9/4	1/3	
Biology	29/3	37/5	23/2	
Botony	4/-	4/-		
Business**	22/13	21/9	50/43	11/12
Chemistry	54/4	73/9	10/1	3/2
Economics	18/3	10/5	6/2	1/1
Educational**	8/-	4/-		
Engineering**	10/8	17/11	3/3	1/1
English	106/25	118/31	56/20	3/3
Environmental Studies	4/1	61/-		
French	10/2	10/3	2/	2/-
Geography	20/5	20/7	4/4	1/-
Geology	9/5	14/2	3/1	1/1
German	10/2	5/2	3/	2/1
Hebrew	1/2	3/2		
History	84/22	93/15	18/6	8/3
Humanities	8/3	4/1		
Italian	7/3	17/3		
Mathematics	54/22	50/19	22/8	4/5
Microbiology	4/-	5/-		
Music**	39/17	60/15	27/9	12/2
Philosphy	29/8	34/11	7/4	
Physical Education	335/1	84/-	114/	
Physical Science	15/3	4/1	2/1	
Physics	25/7	21/4	7/1	
Physiology	-/2	-/12		
Political Science	36/8	24/4	14/7	
Psychology	78/27	62/18	1/9	
Russian	3/-			

LOS ANGELES PIERCE COLLEGE

6201 Winnetka Avenue
Woodland Hills, California 91364
Phone: (213) 247-0551

District: Los Angeles Community College
2140 West Olympic Boulevard
Los Angeles, California 90006

Colleges in District:
East Los Angeles College
Harbor College
Los Angeles City College
Los Angeles Trade-Tech
Los Angeles Valley College
Pierce College
Southwest College
West Los Angeles College

Personnel

President: Dr. J. R. Nicklin

Occupational Education: Dr. M. J. Fujimoto
Dean of Instruction

County: Los Angeles

Campus Established 1947
446 acres

Calendar Semester System
6 Week Summer Session

Students Full-Time: 6,478
Part-Time: 10,265

Transportation Local busses to campus
Parking: Limited Space

Dormitories None

OCCUPATIONAL PROGRAMS

Program		Program	
Accounting	AB	Industrial Technology	AB CB
Advertising Art	AB	Journalism	AB
Agri-Business	AB	Machine Tool Technology	AB
Agriculture (General)	AB	Merchandising	AB
Animal Caretaker (Lab.)	AB CB	Natural Resources Management	AB
Animal Science (Agric.)	AB CB	Numerical Control Programming	AB
Animal Technician (Lab.)	AB	Nursing (RN)	AD
Automotive Service Tech.	AB	Quality Control Engin.	AE
Computer Programming	AB	Real Estate	AB CB
Computer Technology	AB	Recreation	AB
Construction Tech.	AE	Secretarial (Certified Public Secretary)	AB
Crop Production (Agric.)	AB	Secretarial Science (Clerical - General)	CB
Dairy Science	AB	Secretarial Science (Clerical)	CB
Data Processing (Business)	AB	Secretarial Science (General)	CB
Drafting (Arch.)	AB	Secretarial Science (Legal, Medical, Technical)	AB
Drafting (Design)	AB	Secretarial Science (Legal)	CB
Electrical Construction & Maintenance	AE	Secretarial Science (Medical)	CB
Electronic Engineering Technology	AB	Supervisory Management	AB
Electronic Service Technology	AB	Technical Illustration (Commercial)	AB
Engineering Tech. General	AB	Technical Illustration (Industrial)	AB
Escrow	AE CE	Theatre Arts	AB
Fluid Power Tech.	CE	Tool Engineering	AB
Horticulture (Floral Design & Management)	AB CB	Welding Technology	AB CB
Horticulture (General Ornamental)	CB		
Horticulture (Landscape)	AB		
Horticulture (Landscape Contract.)	AB CB		
Horticulture (Profess. Gardening)	CB		

Code A - Associate Degree Program
C - Certificate Program
D - Day classes only
E - Evening classes only
B - Both day and evening classes

Example: "AD CE" indicates that the program is offered as an Associate Degree Program in the Day and a Certificate Program in the Evening.

LOS ANGELES VALLEY COLLEGE

5800 Fulton Avenue
Van Nuys, California 91401
Phone: (213) 781-1200

District: Los Angeles Community College
2140 West Olympic Boulevard
Los Angeles, California 90006

Colleges in District:
East Los Angeles College
Harbor College
Los Angeles Trade-Tech
Los Angeles Valley College
Los Angeles City College
Pierce College
Southwest College
West Los Angeles College

Personnel

President: Dr. Robert Horton

Occupational Education: Mr. Hugh Moore
Assistant Dean of Instruction

County: Los Angeles

Campus Established 1949
105 acres

Calendar Semester System
6 Week Summer Session

Students Full-Time: 6,056
Part-Time: 11,048

Transportation Local busses to campus
Parking: Limited Space

Dormitories None

OCCUPATIONAL PROGRAMS

Program		Program	
Accounting	AB CB	Merchandising (General)	AB CB
Administration of Justice	AB CB	Motion Picture Majors	AB CB
Advertising Design	AB CB	Music	AB CB
Art (Commercial)	AB CB	Nursing (RN)	AD
Bio-Medical Electronics Technology	AE CE	Nursing (Vocational)	AD CD
Broadcasting	AB CB	Office Machines (General - Clerical)	AB CB
Business Management	AB CB	Photo-Journalism Option	AD CD
Child Development	AB CB	Police Science - Pre-Service P.O.S.T.	AB CB
Civil Engineering Technician Option	AD CD	Police Officer (Experienced)	AB CB
Computer Technology	AB CB	Public Service Curric.	AE CE
Data Processing (Business)	AB CB	Real Estate	AB CB
Electronic Design Drawing	AD CD	Recreational Leadership	AD CD
Electronics Option	CD	Respiratory Therapy	AB CB
Electronics Tech.	AB CB	Retail Merchandising	AB CB
Engineering Geology Technician Option	AD CD	Secretarial Science	AB CB
Engineering Technology (General)	AB CB	Supervision Management	AB CB
Engineering Technology (Tool Design)	AB CB	Theatre Arts	AB CB
Executive Secretary	CB	Tool Design	AB CB
Finance Management Option	AB CB		
Fire Science	AE CE		
Home Economics	AB CB		
Hotel-Restaurant Management	AD CD		
Industrial Technology	AD CD		
Journalism	AB CE		
Machine Technology	AB CB		
Manufacturing Option	AB CB		
Medical Assistant	AB CB		
Merchandising (Fashion)	AB CB		

Code A Associate Degree Program
C Certificate Program
D Day classes only
E Evening classes only
B Both day and evening classes

Example: "AD CE" indicates that the program is offered as an Associate Degree Program in the Day and a Certificate Program in the Evening.

COLLEGE OF THE CANYONS
25000 West Valencia Boulevard
Valencia, California 91355
Phone: (805) 259-7800

District: Santa Clarita Community College
25000 West Valencia Boulevard
Valencia, California 91355

Colleges in District: College of the Canyons

Personnel

President: Dr. Robert C. Rockwell

Occupational Education: Mr. Robert G. Pollock
Dean of Vocational-Technical Education

County: Los Angeles

Campus Established 1968
160 acres

Calendar Quarter System
6 or 8 Week Summer Session

Students Full-Time: 1,000
Part-Time: 900

Transportation R.T.D. busses
Parking: Excess Space

Dormitories None

OCCUPATIONAL PROGRAMS

Program		Program
Business Management	AB CB	
Electronics	CE	
Emergency Medical Technician	CE	
Engineering Technology	AB CB	
Instructional Assist.	CE	
Library Technology	CE	
Motorcycle Repair	CE	
Nursing (Vocational)	CD	
Ornamental Horticulture	AE CE	
Police Science	AB CB	
Preschool Nursery Training	CE	
Real Estate	CE	
Recreation	AD CD	
Secretarial Science	AB CB	
Supervision	AE CE	
Transportation	AE CE	
Watershed/Wild Land Fire Control	CE	

Code: A - Associate Degree Program
C - Certificate Program
D - Day classes only
E - Evening classes only
B - Both day and evening classes

Example: "AD CE" indicates that the program is offered as an Associate Degree Program in the Day and a Certificate Program in the Evening.

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APPENDIX XII

Appendix Number 12

MANPOWER INFORMATION

To determine the employment patterns of the Los Angeles area and California, the employment information for these two areas was examined in depth. The primary source of manpower information was Summary of Employment and Unemployment, Los Angeles-Long Beach Metropolitan Area 1966-72 (and a similar report for the period 1958-65) and the corresponding report for California; these are publications by the California Department of Human Resources.

These reports contain employment statistics (the number of people employed) by industry, by month. Annual data for the years 1958 through 1972 were plotted on semi-log paper for each industrial classification for Los Angeles and California. Average annual growth rates were calculated for the period 1966-72, and other characteristics of these trends were noted. Each category was then ranked. The tables which follow present this information.

MANPOWER (OCCUPATIONAL) TRENDS IN

LOS ANGELES COUNTY & CALIFORNIA

RANK	OCCUPATION	Location	1972 Employment x 10^3	Aug. Annual Growth % 1966-72	Comment
	Total Civilian Labor Force	Calif.	8830.4	2.44	—
		L.A.	3417.2	1.58	—
	Total Civilian Employment	Calif.	8314.4	2.36	Shows effects of 69-70 recession
		L.A.	3224.5	1.59	
	Non-Agric. Wage & Salary Workers	Calif.	7229.2	2.40	5.24% (1958-1969)
		L.A.	2907.4	1.53	3.20% (1958-1969)
54	Construction	Calif.	323.6	1.11	Cyclical, showing essentially no-growth 58-72
66		L.A.	100.6	- .06	Cyclical, minor negative growth 58-72
57	Manuafacturing	Calif.	1530.9	.49	2.55% (1958-1969)
58		L.A.	783.3	-	2.10% (1958-1969)
38	Apparel & Other Textile	Calif.	82.2	2.74	Steepest increases have occurred since 1970
37	Products	L.A.	60.0	2.80	Steepest increases have occurred since 1970
20	Women's & Misses' Outwear	Calif.	44.8	4.33	Steepest increases have occurred since 1970
24		L.A.	35.0	3.76	Steepest increases have occurred since 1970
50	Printing & Publishing	Calif.	92.0	1.60	2.69% (1958-69) & steady
56		L.A.	40.8	.82	2.55% (1958-69) & steady
42	Comm'l. & Other P. & P.	Calif.	57.4	2.50	
48		L.A.	27.8	1.76	Not yet returned to 1969 peak
52	Chemicals & Allied Products	Calif.	52.8	1.29	3.72% (1958-69) & steady
55		L.A.	27.8	.93	3.37% (1958-69) & steady
3	Drugs	Calif.	10.1	11.58	Strong, even through '69-'70 recession
5		L.A.	5.6	8.92	Trend weakened after '69
9	Rubber & Plastic Products	Calif.	48.4	6.26	5.59% (1958-69), strongest growth after 1964
19		L.A.	28.5	4.58	3.04% (1958-69), strongest growth after 1965
2	Misc. Plastic Products	Calif.	31.6	12.80	19.21% (1964-69)
4		L.A.	18.2	10.02	16.89% (1964-69)
28	Furniture & Fixtures	Calif.	41.2	3.52	1.57% (1958-69)
29		L.A.	30.0	3.51	1.74% (1958-69)
39	Household Furniture	Calif.	29.8	2.70	
35		L.A.	22.9	3.23	

Manpower (Occupational) Trends in
Los Angeles County & California (Continued)

RANK	OCCUPATION	Location	1972 Employment $\times 10^3$	Aug. Annual Growth % 1966-72	Comment
59	Fabricated Metal Products	Calif.	111.6	-	3.30% (1958-69) most growth '64-'69
60		L.A.	67.6	-	3.37% (1958-69) most growth '65-'69
45	Machinery, Except Electrical	Calif.	133.4	1.89	5.49% (1958-69) accelerating
53		L.A.	72.4	1.22	3.88% (1958-69)
8	Office & Comput'g.Machines	Calif.	46.2	7.15	13.70% (1964-70) steady
10		L.A.	21.2	6.05	11.30% (1964-70)
61	Electrical Equp.& Supplies	Calif.	222.0	-	5.15% (1958-69) cyclical
62		L.A.	105.9	-	1.75% (1958-69) cyclical
68	Transportation Equipment	Calif.	217.7	-1.01	slightly negative trend (1958-69), cyclical
67		L.A.	140.6	- .69	slightly negative trend (1958-69), cyclical
1	Other Transp. Equipment	Calif.	21.8	15.80	12.19% (1958-72) cyclical
7		L.A.	7.8	7.20	6.06% (1958-72) cyclical
30	Instruments & Related Prods.	Calif.	37.8	3.51	5.02% (1958-69) steady
63		L.A.	21.5	-	3.00% (1958-69) steady
47	Transportation & Utilities	Calif.	457.0	1.85	4.56% (1958-69) growth 1963-69
51		L.A.	170.1	1.57	2.62% (1958-69) growth 1963-69
49	Transportation	Calif.	255.0	1.75	2.79% (1958-69) growth 1965-69
46		L.A.	99.2	1.87	3.06% (1958-69) growth 1965-69
43	Communication	Calif.	138.6	2.36	3.16% (1958-70) growth 1961-72
44	Elec.,Gas,Sanitary Services	Calif.	63.4	2.28	1.72% (1958-72) growth 1961-72
25	Trade	Calif.	1627.7	3.66	very steady trend (1958-72)
34		L.A.	664.1	3.30	very steady trend (1958-72)
40	Wholesale	Calif.	402.0	2.68	very steady trend (1958-72)
41		L.A.	198.3	2.52	very steady trend (1958-72)
22	Retail	Calif.	1225.7	4.02	very steady trend (1958-72) except for 1961-62
36		L.A.	365.8	2.92	very steady trend (1958-72)
18	Finance, Insurance & Real Est.	Calif.	407.0	4.73	very steady trend (1958-72)
23		L.A.	177.3	3.78	very steady trend (1958-72
17	Finance	Calif.	189.7	4.88	steady trend (1958-72) w/minor cycles
26		L.A.	81.0	3.63	steady trend (1958-72) w/minor cycles
31	Insurance	Calif.	132.5	3.48	steady trend (1962-72)
12	Real Estate	Calif.	77.2	5.71	4.20% (1962-72) with flat period (1955-57)
16	Services	Calif.	1358.5	4.89	6.16% (1958-70) very steady
27		L.A.	563.7	3.62	5.16% (1958-70) very steady
15	Misc. Business Services	Calif.	223.4	4.96	7.44% (1960-70) very steady
21	Hotels & Other Lodging Places	Calif.	87.2	4.20	trend (1958-72) fairly steady

Continued

Manpower (Occupational) Trends in
Los Angeles County & California (Continued)

RANK	OCCUPATION	Location	1972 Employment x 10^3	Aug.Annual Growth % 1966-72	Comment
32	Auto Repair & Garages	Calif.	55.6	3.34	5.94% (1958-66), stead trend change in 1966
14	Medical & Other Health Serv.	Calif.	353.1	5.00	trend steady (1958-72)
33	Amusement & Recreational Services	Calif.	62.4	3.32	trend steady (1962-72), 7.40% (1958-62)
64	Federal Government	Calif.	317.2	-	1.81% (1958-65), spurt of growth ('66-'67)then decline
65		L.A.	69.0	-	.97% (1958-65), spurt of growth ('67-'68) then flat
11	State & Local Government	Calif.	1177.9	5.94	very steady (1958-72)
13		L.A.	368.5	5.23	very steady (1958-70) slightly reduced growth '71-'72
6	Education	Calif.	631.5	7.65	very steady (1958-70) slightly reduced growth '71-'72
	County	Calif.	197.6	6.30	5.58% (1958-70), accelerating
		L.A.	76.0	6.87	5.67% (1958-70), accelerating

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A P P E N D I X XIII

Appendix Number 13

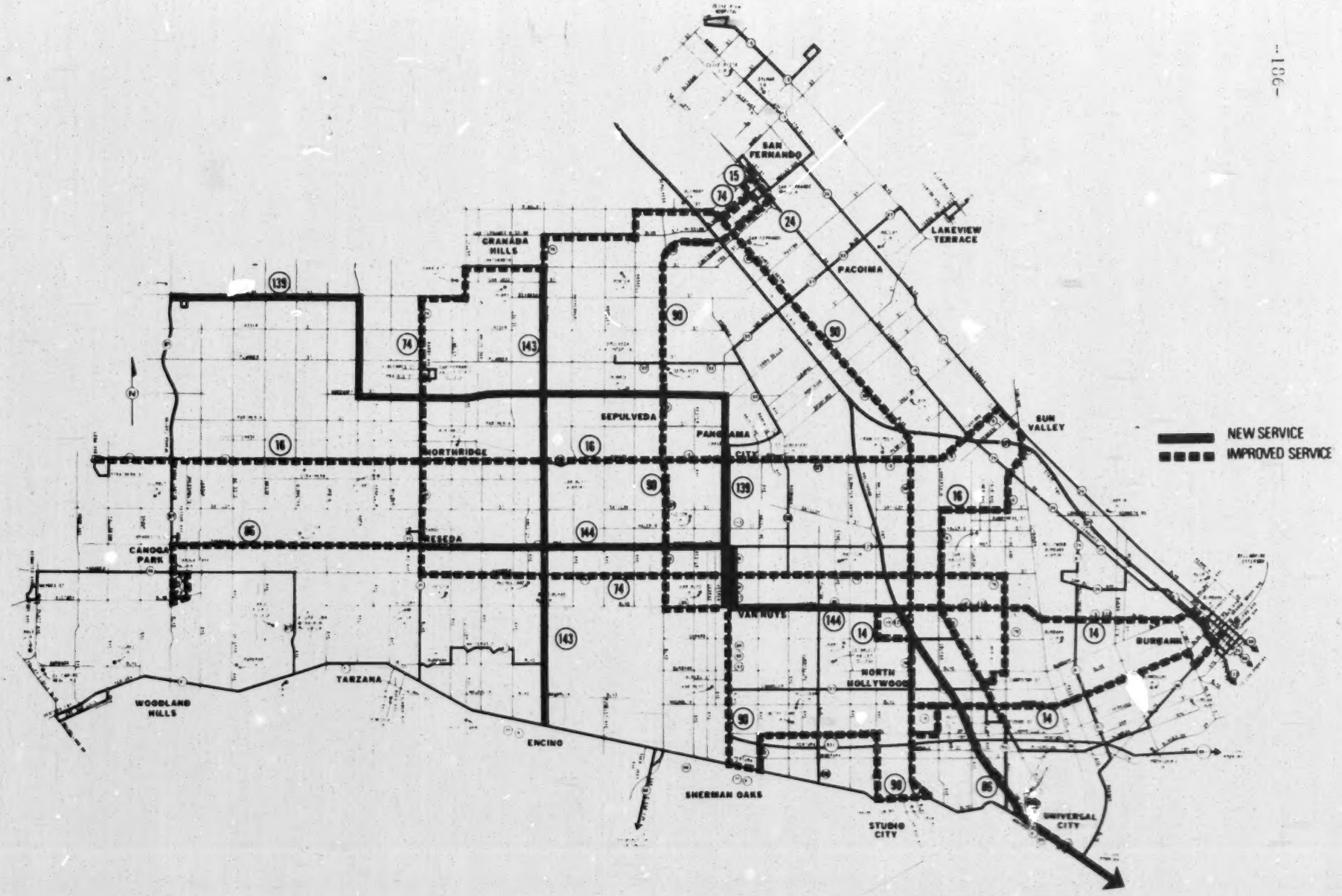
PUBLIC TRANSPORTATION IN THE NORTH VALLEY

As of late 1973, the Southern California Rapid Transit District (RTD) was operating eleven different bus routes in the North Valley (as it has been defined in the study). These include the following lines:

16	east-west along Roscoe Boulevard
81	north-south along Topanga Canyon
139	northwest-southeast along Devonshire, Tampa, Nordhoff and Van Nuys to Victory
74	north-south on Reseda and roughly east-west in steps along Devonshire, Chatsworth, Mission and Rinaldi streets to San Fernando Road
143	north-south along Balboa between Ventura Boulevard and Chatsworth
90	north-south along Sepulveda Boulevard, east-west on Brand and northwest-southeast along Laurel Canyon Boulevard
93	north-south on Woodman, southwest-northeast on Van Nuys Boulevard to Foothill Boulevard
15	from San Fernando Road up Maclay (southwest-northeast) to 7th Street (Boarden Avenue) to Polk Street to Foothill Boulevard
24	northwest-southeast on Glenoaks and San Fernando Road, northeast-southwest on Maclay Avenue
119	east-west on Foothill Boulevard (between Pacoima and Sunland)
56	east-west on Foothill Boulevard (between Sunland and downtown Los Angeles)

The 16, 139, 74, 143 and 90 lines run half-hourly, during the weekdays and Saturday; the other lines run hourly. All lines run no more frequently than hourly on Sundays.

The much talked about "Rapid Transit Plan" for the Los Angeles Basin is vague (in all of its versions) as to planned service for the San Fernando Valley. An early version (Preliminary Rapid Transit Plan - City Plan Case No. 18780, Los Angeles City Planning Dept., October, 1971) indicated a proposed line through Van Nuys and east to just west of the San Diego freeway. The "Rapid Transit Digest", a set of recommendations for a rapid transit system devised by a number of consultants in July 1973, describes a similar "corridor" but does not mention anything that would directly serve the North Valley.



Southern California **RAPID TRANSIT DISTRICT**

RTD — the people who know how to move people.

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A P P E N D I X XIV

Appendix Number 14

EXPLAINING ATTENDANCE PATTERNS - A COMPOSITE ANALYSIS

In an effort to explain the attendance patterns described in Appendix No. 9, a simple comparison of various aspects of the North Valley communities was performed. Specifically, the relationship between the percent of the community population attending Los Angeles Community College District campuses was compared to:

1. the distance from the community center to the nearest college;

2. the median income of the community; and

3. the percentage of non-white citizens in the community

Then the effects of distance, income and ethnicity were all lumped together in a "composite factor". While none of the explanatory variables, by itself, explains very completely the attendance phenomenon, the composite factor does so in a reasonable fashion.

The first column in the table which follows shows the attendance as a percent of community population data and the second column ranks these from highest (Chatsworth) to lowest (Tujunga). The third column shows the distance data and the fourth column ranks these from nearest (Panorama City) to farthest (Tujunga). Comparing column 4 with column 2, it is clear that while distance is an important factor, it by no means explains all since the rankings correspond only in a gross fashion; the highest ranks tend to align and likewise the lower ranks.

Column 5 shows the median family income for each community and the sixth column ranks these from highest (Northridge) to lowest (Pacoima). Comparisons of columns 6 and 2 again show some general correspondence, but no satisfactory causality.

Column 7 displays the percentage of the population that is ethnic minority, by community, and column 8 ranks these from the lowest (Chatsworth) to the highest (Pacoima). Once again we see some correlation between the rankings (columns 8 and 2), but only a rough one.

Finally, column 9 is the sum of the rankings of the independent variables (columns 4, 6 and 8); column 10 is the ranking of column 9 from lowest (Chatsworth) to highest (San Fernando). While column 10 does not compare one-for-one with column 2, the same communities appear in the top five and the same is almost true for the bottom five.

This data shows that distance, income, and ethnicity, taken together, offer significant information regarding the enrollment pattern that is evident in the North Valley. Had reliable age-of-population data been available, by community, that too would probably have improved the relationship between a composite index and the second column.

ENROLLMENT AND DISTANCE, INCOME AND ETHNICITY

A "COMPOSITE ANALYSIS"

COMMUNITY	(1) % Attending L.A.C.C.D.	(2) Rank	(3) Miles to Nearest Campus	(4) Rank	(5) Median Income $000	(6) Rank	(7) % ethnic Non-Minority	(8) Rank	(9) Composite	(10) Rank
Chatsworth	3.99	1	5.5	2	14.7	3	6.3	1	6	1
Sepulveda	3.46	2	7.75	7	13.8	4	8.5	5	16	4
Northridge	3.45	3	7.0	6	16.3	1	7.5	2	9	2
Panorama City	3.29	4	5.0	1	10.7	11	11.8	7	19	5
Granada Hills	3.21	5	10.5	8	15.2	2	7.8	3	13	3
Pacoima	2.21	6	6.5	5	10.4	12	50.5	12	29	11
Burbank	2.18	7	6.25	4	11.5	7	10.7	8	19	6
Sun Valley	2.13	8	6.0	3	11.1	9	21.1	9	21	7
Sylmar	1.94	9	14.0	11	11.8	5	24.7	10	26	10
San Fernando	1.60	10	11.0	9	10.9	10	41.3	11	30	12
Sunland	1.52	11	11.5	10	11.6	6	9.7	6	22	8
Tujunga	1.39	12	15.5	12	11.3	8	8.1	4	24	9

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APPENDIX XV

TAI

THIRD-PARTY REVIEW OF THE RESEARCH DESIGN AND STUDY ACTIVITIES CONDUCTED BY THE NORTH VALLEY TASK FORCE

FINAL REPORT

Prepared for:

North Valley Task Force
Dr. Herbert Ravetch, Chairman
Los Angeles Community
College District

Prepared by:

Tadlock Associates Inc. (TAI)
Fred Carvell, Vice President

January 31, 1974

TADLOCK ASSOCIATES INC.

86 Third Street • Post Office Box AB • Los Altos, California 94022 • Telephone (415) 941-2555

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THIRD-PARTY REVIEW OF THE RESEARCH DESIGN AND STUDY ACTIVITIES CONDUCTED BY THE NORTH VALLEY TASK FORCE

Introduction

This final report prepared by Tadlock Associates Inc. (TAI) is in accordance with an agreement with the Los Angeles Community College District (LACCD) for an independent review of the research design and study activities conducted by the North Valley Task Force (Task Force). An earlier interim report was submitted by TAI (December 17, 1973) to the chairman of the Task Force. In the first interim report TAI reviewed the research design and data collection procedures used by the Task Force and found no major weaknesses that would impair the reliability of the study effort.

This final report addresses three fundamental questions that confronted the Task Force.

1. Is there a need for a community college in the northern part of the San Fernando Valley and, if so, what rationale and data support this need?
2. What should the curriculum be for any community college operations that might be located in the north part of the valley?
3. Where should community college operations be located in the north part of the valley in order to serve the greatest need?

Methods Used by TAI

In order to study these questions in an objective manner, TAI obtained copies of the summaries of six survey questionnaires that were designed and administered by the Task Force. The six questionnaires were designed to gather information from: 1) parents, 2) residents, 3) high school students, 4) community college students, 5) educators, and 6) business, industrial, and professional persons.

Because all survey instruments were not identical but did solicit similar information, TAI analyzed the contents of each questionnaire and identified survey items related to three questions.

- Is there a need for a community college in the north valley area?
- What curriculum should be offered in a community college located in the north valley area?
- What methods should be used to offer curriculum?

TAI made an item analysis of each survey instrument to determine which questions related most directly to each of these three questions. The items identified by TAI on each of the six survey forms that were related to each question are shown in Appendix A.

For purposes of providing a third-party review of the information gathered by the Task Force, TAI dealt with aggregate summaries of the survey results. Because of time and budget limitations, TAI did not analyze the survey results for the 12 individual communities included in the feasibility study of the Task Force. It was agreed by the chairman of the Task Force and TAI that an overview of the aggregate survey results would provide sufficient data to determine the answers to the three fundamental questions confronting the Task Force. The Task Force itself was to be responsible for a detailed analysis of survey results by individual communities within the study area.

The remaining sections of this report contain TAI's independent interpretation and conclusions for each of the questions confronting the Task Force.

Need for a Community College in the North Valley Area

Based on the responses of all the persons surveyed by the Task Force, there is a need for a new community college in the north valley area. Table 1 contains the results of the Task Force survey of parents, residents, high school students, community college students, educators, and business people. In all cases, more than 65 percent of the respondents

Table 1

PERCENT OF RESPONDENTS EXPRESSING A BELIEF THAT A NEW COMMUNITY COLLEGE SHOULD BE ESTABLISHED IN THE NORTH VALLEY AREA

Type of Respondent	Percent of Respondents		
	Yes	No	Undecided
1) Parents (N=448)	69.7%	14.6%	15.7%
2) Residents (N=627)	80.3	9.3	10.4
3) High School Students (N=1,067)	65.7	11.9	21.4
4) Community College Students (N=1,246)	70.2	14.7	15.1
5) Educators (N-323)	79.3	7.4	13.3
6) Business, Industrial, Professional (N=149)	65.8	9.4	24.8
Total Respondents (N=3,860)	71.4%	12.2%	16.3%

Source: Compiled by TAI from data provided by North Valley Task Force, January 1974.

indicated a need for a community college in the north valley area. The highest level of need was expressed by residents (80.3 percent) and educators (79.3 percent).

Parents and residents were asked if they would be interested in taking one or more classes at a community college built in their area. The results shown on Table 2 indicate that 46.0 percent of the parents and 64.1 percent of the residents were interested. This supports the strong interest shown on Table 1 by parents and residents.

Students attending Pierce and Valley Community Colleges were surveyed to determine their interest in a new community college in the north valley area. Data on Table 3 shows that even though 16.7 percent of the students preferred to stay at their present college, 40.2 percent would consider a transfer and another 37.5 percent would definitely transfer to a new campus.

Although an expression of support for a new campus by various segments of the population in the north valley area is important, such an expression in itself is not sufficient evidence to warrant the establishment of a new campus. For this reason, TAI reviewed information on other population characteristics and enrollment patterns that had been gathered and synthesized by the Task Force.

An assessment of need for a new campus was made by TAI by comparing the percent of the population from communities closest to Pierce and Valley colleges who attend these colleges with the percent of population from the 12 communities in the northern portion of the San Fernando Valley who attend Pierce and Valley. Table 4 contains a comparison of attendance data from eight selected communities out of 10 located closest to Pierce and Valley colleges and eight selected communities out of 12 in the north valley study area.

Of eight selected communities closest to an existing campus, Reseda is the only one shown on Table 4 where the percent of the population attending a LACCD campus is less than 3.9 percent. By contrast, in the north valley study area, Chatsworth is the only community in which attendance at LACCD campuses exceeds 3.9 percent. Further comparisons

Table 2

PERCENT OF PARENTS AND RESIDENTS INDICATING A DESIRE TO TAKE CLASSES IN A COMMUNITY COLLEGE BUILT IN THE NORTH VALLEY AREA[1/]

Type of Respondent	Percent of Respondents		
	Yes	No	Undecided
1) Parents (N=448)	46.0%	22.8%	31.2%
2) Residents (N=627)	64.1	19.1	16.8
Total (N=1,075)	51.7%	18.8%	29.5%

1/ Parents and residents were asked the following question: "If a community college were built in your area, would you be interested in taking one or more college level courses?"

Source: Compiled by TAI from data provided by North Valley Task Force, January 1974.

Table 3

COMMUNITY COLLEGE STUDENT REACTIONS TO
A NEW NORTH VALLEY CAMPUS

Student Preferences	Percent of Respondents		
	Pierce (N=474)	Valley (N=781)	Total (N=1,255)
1) Prefer to stay at present college	14.3%	18.1%	16.7%
2) Would consider transfer	40.9	39.8	40.2
3) Would definitely transfer	39.7	36.2	37.5
4) Would attend classes at present campus and new one	5.1	5.9	5.6

Source: Compiled by TAI from data provided by North Valley Task Force, January 1974.

Table 4

COMPARISON OF PERCENT OF POPULATION ATTENDING LOS ANGELES COMMUNITY COLLEGE DISTRICT (LACCD) CAMPUSES IN SELECTED NORTH VALLEY COMMUNITIES

Selected Communities Nearest to Campuses	Percent of Population Attending LACCD Colleges			
	Pierce	Valley	Other	Total
1) Canoga Park[1/]	3.94%	.28%	.08%	4.30%
2) Woodland Hills	4.63	.35	.16	5.14
3) Tarzana	3.61	.71	.11	4.43
4) Reseda	1.98	.41	.10	2.49
5) Van Nuys[2/]	1.22	3.07	.18	4.47
6) North Hollywood	.35	3.64	.31	4.30
7) Sherman Oaks	.72	3.22	.22	4.16
8) Winnetka	3.54	.28	.11	3.93
All Southern Valley Communities[3/]	1.94%	1.70%	.16%	3.80%
Selected Communities in North Valley Area				
1) Northridge	2.67%	.70%	.09%	3.46%
2) Chatsworth	3.48	.38	.13	3.99
3) Granada Hills	1.88	1.17	.16	3.21
4) Sylmar	.48	1.29	.17	1.94
5) Sepulveda	1.57	1.76	.13	3.46
6) Pacoima	.28	1.76	.17	2.21
7) Sunland	.14	1.16	.22	1.52
8) Tujunga	.11	1.03	.25	1.39
All North Valley Area Communities[3/]	.95%	1.36%	.20%	2.51%

1/ Location of Pierce College.

2/ Location of Valley College.

3/ Includes communities in addition to those listed.

Source: Compiled by TAI from data provided by North Valley Task Force January 1974.

indicate that, with few exceptions, those communities closest to a community college campus attract the highest percent of the population to course offerings. This is substantiated by attendance data for 1972-73 which indicate that a total of 2.31 percent of the population in the 12 north valley communities attended either Pierce or Valley College. An additional .20 percent attended other LACCD campuses. In the southern portion of the valley, in which the two existing colleges are located, 3.64 percent attended Pierce or Valley and .16 percent attended other LACCD colleges.

Based on a simple mathematical comparison of the attendance patterns of the population closest to existing LACCD campuses (Pierce and Valley) with the percent of the population being served in the more distant north valley communities, the case for providing a higher level of service in the northern portion of the valley is well established. When this is combined with the relatively high proportion of persons surveyed by the Task Force who expressed a strong desire to establish a new campus in the north valley area (see Table 1) the case is even more convincing.

> TAI Comment. At the time this third-party review was prepared, the LACCD policy on the minimum sized campus that would be considered for the north valley area was not known to TAI.

As a gross model for projecting enrollments, TAI applied the difference (1.33 percent) between the portion of the population attending Pierce and Valley Colleges in the southern valley area (3.64 percent) and the portion of the population attending these colleges from the 12 north valley communities (2.31 percent). If the percent of the population attending other LACCD campuses remained constant, an additional 1.33 percent of the north valley population (about 502,000 in 1970) might be expected to attend a new campus located in the north valley area.

If a new campus in the north valley area could ultimately attract the same portion of the population that Pierce and Valley Colleges do in their respective nearby communities, a new community college would ultimately generate approximately 6,700 new enrollments, not including any

transfer students from other LACCD campuses. (See Table 3 for the percent of students at Pierce and Valley who indicated they would transfer to a new campus in the north valley area.)

This analysis does not consider the extent to which various site locations in the north valley area might increase or decrease the percent of the population that would be attracted to a new college, or the manner in which the educational program at a new campus might enhance student enrollments. However, the projected enrollment figures indicated above are considered realistic planning guidelines by TAI. The LACCD must determine its policy on minimum sized campuses for both economic and educational purposes soon, because it could take up to five years for a new campus to establish itself with feeder high schools and in the adult community.

Conclusion. Based on the expressed desire for a new campus by north valley area residents and students, the indications that the communities in the northern area do not receive the same level of service as those located closest to Pierce and Valley Colleges, the growing population of the area, and the possibility of a new community college generating 6,700 new students without decreasing enrollments at other LACCD campuses; TAI finds it feasible to establish a community college in the north valley area.

Curriculum at a New Community College

Curriculum offerings at a new community college are usually limited by a small initial faculty and low student enrollments. The parents and residents who were surveyed indicated a preference for vocational and general education programs over transfer courses. See Table 5. Among educators and the business, industrial, and professional community there was a strong preference for mathematics and science transfer courses followed closely by business and commerce courses. See Table 6. High school students indicated that basic education courses should cover study skills, mathematics, English, reading and speech. See Table 7.

Table 5

PREFERENCE OF COMMUNITY COLLEGE PROGRAMS
FOR PARENTS AND RESIDENTS

Type of Program	Percent of Respondents: Parents (N=448)	Residents (N=627)
1) Transfer	12.0%	16.9
2) Vocational	23.5	24.5
3) General Education	23.0	17.9
4) Basic Courses	9.1	8.7
5) Counseling and Guidance	9.1	8.7
6) Community Services	23.4	23.3

Source: Compiled by TAI from data provided by North Valley Task Force, January 1974.

Table 6

PREFERENCE OF EDUCATORS AND BUSINESSMEN
FOR UNIVERSITY TRANSFER PROGRAMS
AT A COMMUNITY COLLEGE

University Transfer Curriculum Areas	Percent of Respondents	
	Educators (N=323)	Businessmen (N=149)
1) Humanities	13.0%	7.1%
2) Social Science	11.5	6.3
3) Business-Commerce	17.3	25.9
4) Math-Science	24.1	28.6
5) Engineering	9.0	12.7
6) Pre-professional	14.0	12.9
7) Agriculture	7.0	3.1
8) Other	4.2	3.3

Source: Compiled by TAI from data provided by North Valley Task Force, January 1974.

Table 7

HIGH SCHOOL STUDENT PREFERENCE
FOR BASIC COURSES

Basic Course Areas	Percent of Students Indicating Preference (N=1,067)
1) Study Skills	32.5%
2) English	17.2
3) Mathematics	21.2
4) Reading	11.2
5) Speech	11.0
6) Other	6.8

Source: Compiled by TAI from data provided by North Valley Task Force, January 1974.

Parents, residents, high school students, educators, and businessmen were asked which career preparation programs should be offered at a new campus. Forty specific choices were listed on the survey instruments. When analyzing the responses to this question, TAI placed the 40 specific occupational options in five general career clusters. See Appendix B for the occupational programs that were placed in each of the five career clusters. Table 8 shows by cluster the pattern of responses from each group of persons surveyed by the Task Force.

Curriculum Design for a New Campus

It is apparent from the data on Table 8 that there is agreement about the need for business and commerce related courses. It is also apparent that educators and businessmen differ from parents, residents, and high school students as to the degree of need for trade-technical courses. It is noteworthy that students were more interested in other career courses (these included architecture, commercial art and music, journalism, and news photography) than were any other group of respondents.

Members of the Curriculum Committee made suggestions on the curriculum to the Task Force. These suggestions included offering Spanish speaking students bilingual education in some introductory courses, integration of traditional occupational courses within all college divisions as a means of establishing program parity with academic courses, and organization of the college in divisional or cluster structures as a means of meeting program needs.[1/]

Conclusion. TAI believes that the specific design and development of the curriculum for a new campus should be a major planning priority of the LACCD and should extend beyond the initial feasibility stage of the study conducted by the Task Force. Even so, the evidence available

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1/ Minutes of the Curriculum Committee meeting, January 9, 1974, pp. 2-4.

Table 8

PREFERENCE FOR OCCUPATIONAL PROGRAMS
BY SURVEY RESPONDENTS

Occupational Program Clusters[1/]	Percent of Respondents Indicating a Preference				
	Parents (N=448)	Residents (N=627)	High School Students (N=1,067)	Educators (N=323)	Business (N=149)
1) Business-Commerce Related	43.0%	34.6%	26.2%	26.0%	41.6%
2) Health Services	16.1	14.1	13.7	25.5	13.6
3) Public-Personal Services	16.3	13.9	16.3	14.5	10.8
4) Trade-Technical	10.5	18.6	17.1	24.2	26.3
5) Other Career	14.3	19.0	26.6	9.8	7.6

1/ See Appendix B for a list of programs used by Tadlock Associates Inc. for clustering occupational areas.

Source: Compiled by TAI from data provided by North Valley Task Force, January 1974.

at the time of this report indicates that the initial educational program at a new community college located in the north valley area should include the following characteristics:

1. A general transfer program
2. Basic education courses
3. A balanced occupational preparation program that includes business and commercial courses, preprofessional courses, selected trade and technical courses, and selected public and personnel services courses.
4. The counseling and guidance program should consider the needs of students in relation to educational advisement, career guidance, and personal counseling.

TAI recognizes that further planning needs to be undertaken by the LACCD before initiating programs in the north valley area; however, based on the expressed desire of the persons who were surveyed by the Task Force and the suggestions made by the Curriculum Committee, TAI believes the general program characteristics outlined above will provide a guideline for initiating operations. As the size of the faculty and student enrollments increases, the educational program can be expanded to provide a broader range of courses and instructional options.

Methods Used to Offer Curriculum

The methods used to provide educational programs to the residents of a community can include a variety of approaches and techniques ranging from a traditional campus to storefront operations and instructional television.

The options that can be included in an instructional delivery system must consider the economic feasibility of each option as well as the social, personal, and educational needs of the population to be served. The most obvious options that are available for delivering instructional programs to the north valley are

1. Establishment of a single campus operation in the north valley area.

2. Establishment of several campuses in the north valley area.

3. Establishment of multiple storefront operations.

4. Use of instructional television as a principal means to deliver instruction.

5. Expansion of outreach programs from one or both of the existing LACCD campuses in the southern portion of San Fernando Valley.

6. Expansion of transportation services for residents of the north valley area to one or both of the LACCD campuses in the southern portion of the valley.

7. Combination of several of the options listed above.

Each of the foregoing options has merits and concomitant limitations. Rather than explore polemic arguments for and against each possible option, TAI examined the available information from the Task Force (as of the end of January 1974) and independently drew the conclusions which are presented below.

The parents, residents, students, and business community of the north valley area were generally united in their desire to have a new community college located in their area. Approximately one-third of the parents and residents surveyed by the Task Force indicated that at present there were very few community college programs available in the north valley area. About 41 percent of the parents and 51 percent of the residents that were surveyed felt that existing community colleges were too far away from north valley residents and that transportation to and from the colleges was difficult.

Even though 85.9 percent of the parents surveyed said their children would probably attend a community college regardless of the establishment of a campus in their area, 5.4 percent indicated that their children would not be able to attend college unless a local community college were established.

In addition to the community-wide request for a new community college, the Advisory Committee formed by the Task Force supported the need for a new community college in their communications with the Task Force.

TAI interpreted the widespread support for a community college to be located in the north valley area as a statement of need that would not be met satisfactorily by merely providing district transportation services to existing LACCD campuses or expanding off-campus courses from other existing community colleges. TAI accepted this along with the new enrollment projections as the basis for concluding that a community college in the north valley area was justified. At the same time, the option of establishing more than one campus in the north valley in the near future was not considered practical by TAI. The high costs that would be incurred by exercising such an option are obvious. The administrative burden of planning and opening simultaneously a multi-campus operation was not deemed appropriate in light of a projected new student enrollment of about 6,700.

> TAI Comment. According to information obtained from the Task Force, average daily attendance (ADA) is approximately two-thirds of the actual student enrollment in day and evening courses at other LACCD campuses. If this historical relationship continues, 6,700 students would generate about 4,300 ADA. In the opinion of TAI, this would be sufficient to provide a viable community college campus, but not sufficient to warrant the capital expenditure necessary to establish more than one campus in the immediate future. This must be viewed by the LACCD in light of its policies on minimum-sized colleges and its available financial resources.

Off-campus Courses. Although TAI does not find reason to support the establishment of more than one campus in the north valley area, it does find evidence to support the development of outreach programs in such neighborhood locations as churches, vacant stores, libraries, and mobile classrooms.

Most of the persons surveyed by the Task Force indicated a willingness to attend classes in a variety of off-campus locations.

Table 9 shows the response pattern of parents, residents, high school students, and college students in regard to their preference for the location of classes.

Transportation. The most common means of transportation to a college campus is by private automobile or by car pool. Table 10 shows that this pattern was followed by parents, residents, and high school students who were asked what mode of transportation they would use to get to and from a new campus.

Scheduling of Classes. High school students prefer to attend classes during regular daytime hours. There is a preference for regular daytime school hours by 48.4 percent of the residents and 31.7 percent of the parents surveyed by the Task Force. See Table 11. More than one-half of the parents would like to attend classes during evening hours, as would 36.7 percent of the residents and 25.7 percent of the high school students. No more than 5.3 percent of those surveyed were interested in taking classes on weekends or during late night hours.

Conclusion. The program design for a new north valley community college should capitalize on a variety of means of taking courses and programs out into the community. Even though a campus site may become the focus for instructional programs and instructional resources, community services and instruction could be delivered to community residents at off-campus locations. This means of providing educational opportunities could be particularly helpful to the relatively high proportion of Spanish speaking persons who live in some of the communities that a new north valley college would serve.

Location of a New North Valley Campus

Except for the existence of a site owned by the LACCD located on Devonshire Street in the western portion of the north valley area, TAI had no specific information about potential sites for a new campus. The primary question for this study by TAI did not concern specific

Table 9

PREFERRED LOCATION OF COLLEGE CLASSES

Preferred Location of Classes	Percent of Respondents with Preference			
	Parents (N=448)	Residents (N=627)	High School Students (N=1,067)	College Students (N=1,246)
1) Regular Campus in North Valley	34.1%	10.3%	20.6%	14.8%
2) Other Off-campus Locations[1/]	65.9	89.7	79.4	85.2

1/ Other off-campus locations included churches, libraries, stores, mobile classrooms, homes, government facilities, factories, hospitals, and parks.

Source: Compiled by TAI from data provided by North Valley Task Force, January 1974.

Table 10

AVAILABILITY OF TRANSPORTATION FOR POTENTIAL STUDENTS OF A NEW COMMUNITY COLLEGE IN THE NORTH VALLEY AREA

Means of Transportation to Campus	Percent of Respondents		
	Parents (N=448)	Residents (N=627)	High School Students (N=1,067)
1) Private Automobile or Car Pool	91.4%	86.9%	82.2%
2) Other Transportation[1/]	5.4	13.1	12.0
3) No Means Available	3.2	--[2/]	5.8

1/ Includes motorcycle, bicycle, and so on.

2/ Questionnaire for residents did not provide an alternative for indicating that no means of transportation was available.

Source: Compiled by TAI from data provided by North Valley Task Force, January 1974.

Table 11

PREFERRED TIME AND SCHEDULING OF COMMUNITY COLLEGE CLASSES

Time and Scheduling of Classes	Percent of Respondents Indicating Preference		
	Parents (N=448)	Residents (N=627)	High School Students (N=1,067)
1) Regular School Hours During Weekdays	31.7%	48.4%	68.1%
2) Evening Hours, Monday through Thursday	54.8	36.7	25.7
3) Daytime on Weekends	5.3	4.9	2.0
4) Evenings on Weekends	4.6	5.2	1.4
5) Late Night Time (10:00 p.m. - 6:00 a.m.)	3.5	4.9	2.9

Source: Compiled by TAI from data provided by North Valley Task Force, January 1974.

sites. The major concern was to identify a general area in which a community college might be located to meet the greatest educational need in the north valley.

The relationship between the level of attendance by community residents and the proximity of educational facilities is well documented. Therefore, TAI reviewed the demographic data compiled by the Task Force from the 1970 U.S. Bureau of the Census and the Los Angeles City Planning Department to discern population patterns and growth trends.

It is estimated that slightly more than one-half million persons live in the 12 communities comprising the north valley area. The annual growth rate ranges from 3.24 percent in Chatsworth with a population of about 17,500 in 1970 to 0.18 percent in Sun Valley with a population of 35,400 in 1970. The Los Angeles City Planning Department has estimated that the average annual growth rate for the entire north valley will be 0.88 percent until 1980.

In order to analyze population distribution and growth, TAI divided the 12 north valley communities into three general regions as follows:

1. Western region comprised of Chatsworth, Northridge, and Granada Hills. (Approximate combined population in 1970 was 116,200.)

2. Central region comprised of Sylmar-Lakeview Terrace, San Fernando-Mission Hills, Panorama City, Pacoima-Arleta, and Sepulveda. (Approximate combined population in 1970 was 221,500.)

3. Eastern region comprised of Sun Valley, Sunland, Burbank, and Tujunga. (Approximate combined population in 1970 was 163,000.)

This three-way division of the total population revealed that the communities in the western region of the north valley contain about 23 percent of the total population and have an annual growth rate ranging from 1.0 to 3.2 percent; the central region has about 44 percent of the total population with an annual growth rate ranging from 0.2 to 1.5 percent; and the eastern region has 33 percent of the total population

with an annual growth rate ranging from 0.2 to 1.0 percent. Furthermore, analysis of population revealed that the communities in the central portion of the north valley contained the greatest number of people, although one of the communities in the western area (Chatsworth) had the highest expected growth rate in the north valley. The population centroid of the north valley appears to be located in the central region and despite the anticipated high growth in the western-most part of the north valley, the major population to be served by a campus is situated in the central portion of the north valley.

Population is not the only index of site location. TAI in a jointly developed analysis with the Task Force staff used four demographic indices to identify needs that would help determine a general location that would best serve the population in the north valley. The four indices were as follows:

Index 1: percent of population in each north valley community attending LACCD colleges

Index 2: road distance (miles) from center of the community to the nearest existing LACCD campus

Index 3: median family income for each community

Index 4: percent of population in each community that was non-Anglo.

The rank order of each community for these four indices is listed on Table 12. In the last column shown on Table 12, a composite ranking is shown. A composite ranking was established by computing the combined total of the rankings for the indices 2 through 4 listed above in each community. The composite rankings were then placed in rank order. Those communities with the highest composite ranking were deemed to have the greatest need for the services of a new community college; those communities with the lowest composite rankings were deemed to have the least immediate need for a new community college.

Table 12

COMPARATIVE RANKING OF DEMOGRAPHIC INDICES
FOR THE NORTH VALLEY COMMUNITIES

North Valley Communities (Zip Code Areas)	Index 1 Percent Attending LACCD	Rank Order	Index 2 Miles to Nearest Campus	Rank Order	Index 3 Median Income $000	Rank Order	Index 4 Percent Non-Anglo	Rank Order	Composite Ranking of Indices 2-4	Composite Rank Order
Chatsworth	3.99%	(1)	5.50	(2)	14.7	(3)	6.3%	(1)	6	(1)
Sepulveda	3.46	(2)	7.75	(7)	13.8	(4)	8.5	(5)	16	(4)
Northridge	3.45	(3)	7.00	(6)	16.3	(1)	7.5	(2)	9	(2)
Panorama City	3.29	(4)	5.00	(1)	10.7	(11)	11.8	(7)	19	(5)
Granada Hills	3.21	(5)	10.50	(8)	15.2	(2)	7.8	(3)	13	(3)
Pacoima	2.21	(6)	6.50	(5)	10.4	(12)	50.5	(12)	29	(10)
Burbank	2.18	(7)	6.25	(4)	11.5	(7)	10.7	(8)	19	(6)
Sun Valley	2.13	(8)	6.00	(3)	11.1	(9)	21.1	(9)	21	(7)
Sylmar-Lakeview Terrace	1.94	(9)	14.00	(11)	11.8	(5)	24.7	(10)	26	(9)
San Fernando-Mission Hills	1.60	(10)	11.00	(9)	10.9	(10)	41.3	(11)	30	(12)
Sunland	1.52	(11)	11.50	(10)	11.6	(6)	9.7	(6)	22	(8)
Tujunga	1.39	(12)	15.50	(12)	11.3	(8)	8.1	(4)	24	(11)

Source: Compiled by TAI from data provided by North Valley Task Force, January 1974.

Following this procedure, those communities where the highest need would be met by the location of a community college are San Fernando-Mission Hills, Tujunga, Pacoima, and Sylmar-Lakeview Terrace.

Conclusion. Based on the existing and projected population pattern of the north valley area through 1980 and the identification of greatest need that can be determined through an analysis of various demographic characteristics, the general location where the most people will be served by a single campus site is in the north central portion of the San Fernando Valley.

Appendix A

QUESTIONNAIRE ITEMS USED BY TAI

Questionnaire items used by TAI as data base for determining the feasibility of establishing a community college campus in the north San Fernando Valley area.

Questions	Item Numbers from Each Questionnaire Related to These Questions: Parents	Residents	High School Students	College Students	Educators	Business, etc.
1. Is there a need for a community college in the north valley area?	7	6	--	4	--	--
	12	11	8	6	--	5
	15	--	--	--	--	--
	17	--	--	--	--	--
	18	16	13	5	4	--
	19	17	14	--	--	--
2. What curriculum should be offered in a community college located in the north valley area?	8	7	--	--	5a.	6a.
	9	9	6	--	5b.	6b.
	--	--	11	--	--	--
	--	8	--	--	--	--
	--	--	5	--	--	--
3. What methods should be used to offer curriculum?	11	10	7	--	--	--
	12	11	8	6	--	5
	13	12	9	--	--	--

Appendix B

OCCUPATIONAL PROGRAM CLUSTERS

Business-Commerce Related

- Accounting-Bookkeeping
- Advertising
- Banking and Finance
- Business Management
- Computer Science
- Food Store Management
- Marketing
- Retailing
- Salesmanship
- Secretarial Science
- Supervision

Health Services

- Dental Technician
- Dietitian
- Inhalation Therapy
- Laboratory Technician
- Physician's Assistant
- Registered Nursing
- Vocational Nursing
- X-ray Technician

Public-Personal Services

- Aircraft Hostess
- Emergency Department Aide
- Food Preparation
- Home Economics
- Police Science
- Public Administration
- Teacher Aide

Trade-Technical

- Aircraft Mechanic
- Auto Mechanic
- Construction
- Drafting
- Electrician
- Electronics
- Heating and Refrigeration
- Plumbing
- Welding

Other Careers

- Architecture
- Commercial Art
- Commercial Music
- Journalism
- News Photography
- Other Miscellaneous

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A P P E N D I X XVI

XVI. STAFF

CHAIRMAN

Herbert Ravetch, Ed.D.

Herbert Ravetch received his Bachelor's and Master's degrees in English at the University of California, Los Angeles. His Ed.D. in the field of higher education was received at the same institution.

Dr. Ravetch's teaching experience began in 1950 as an English teacher at Bancroft Jr. High School in Los Angeles. Subsequently, he entered the Los Angeles Community College District as an instructor in the English Department of Los Angeles Pierce College. His administrative experience began in 1965, first as Chairman of the English Department and then as an Assistant Dean of Instruction at Pierce. From there he transferred in 1970 to Los Angeles Southwest College, where he served first as Dean of Instruction and then as Acting President. Having completed the Feasibility Study for the Los Angeles Community College District, Dr. Ravetch is currently involved in establishing the new community college authorized by the Board of Trustees.

ASSISTANT TO THE CHAIRMAN

David Wolf, B.S., M.A.

David Wolf received a Bachelor's degree in mechanical engineering and a Master's degree in economics at the University of California, Berkeley. After two years of service in the Peace Corps in Malaysia, he entered private industry and worked in the field of market research for four years. Ultimately he was appointed head of one of the research units for the Kaiser Aluminum and Chemical Corporation. In 1972 he received a Ford Fellowship and spent a year in Washington, D. C. on a Washington Internship in Education. During the past year he has been involved in all phases of the Feasibility Study reported in this document. Currently, David Wolf is completing his Ph.D. in organization and administration at Stanford University and is assisting in the establishment of the new community college.

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